DOCUMENT RESUME

ED 143 776 CE 011 310

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TITLE Supervisory Skills for Geriatric Care.
INSTITUTION Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE 76
NOTE 212p.; Not available in hard copy due marginal legibility of some pages
AVAILABLE FROM Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 W. 6th Avenue, Stillwater, Oklahoma 74074 ($8.50); six accompanying slide tapes are also available from the same address

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Administrative Personnel; Communication Skills; Curriculum Guides; Health Personnel; Human Relations; Interpersonal Competence; Medical Services; *Nursing Homes; *Personnel Management; Post Secondary Education; Skill Development; Supervisory Activities; Supervisory Methods; *Supervisory Training

ABSTRACT

Designed for training supervisors in nursing centers, this publication presents three units of study: (1) getting along with people in nursing centers, (2) supervision in nursing centers, and (3) communication in nursing centers. Each unit contains five types of material on separate, removable sheets: (1) sheets with unit objectives and suggested activities; (2) information sheets (facts and examples) and student copies of transparencies; (3) assignment sheets (assignments varying from questionnaires to group experiments); (4) tests on the study material; and (5) answers to tests and answers to assignment sheets. Group leader instructions and two handout sheets for use in conjunction with six slide tape presentations are also included. (BL)

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SUPERVISORY SKILLS FOR GERIATRIC CARE

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Developed by the
Curriculum and Instructional Materials Center
Oklahoma State Board of Vocational and Technical Education
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CE 011 310

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Edited and Distributed by the
State Department of Vocational and Technical Education
Stillwater, Oklahoma 74074

ACKNOWLEDGMENTS

Without the combined efforts of many people, this project would have not been possible.

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We also extend appreciation to:

Dr. Gene Acuff, Head of Sociology Department
Oklahoma State University

Bob Peak, Sales Representative
Xerox Corp.

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USE OF THIS PUBLICATION

I. Terminology

A. Unit objective--General outcome desired by the completion of the unit

B. Specific objective--Steps to reach the unit objective

(NOTE: Studies have shown that students learn more when specific behavioral objectives are used.)

C. Instructional materials section--List of the contents contained in each unit

II. Color code

A. White--Objectives, suggested activities, transparency masters

B. Green--Information sheets, student copies of transparencies

C. Tan--Assignment sheets

D. Yellow--Tests

E. Pink--Answers to test, answers to assignment sheets

III. Meaning of performance terms used in objectives

A. Name, list, select from a list--To memorize or to give total or partial recall

(NOTE: There is some cognitive knowledge which is necessary in order to communicate in the business world and which is best learned by memorization.)

B. Describe--Requires the student to think and organize his/her thoughts about all the information related to the objective

C. Distinguish--Requires the student to classify two or more things

D. Arrange in order--Used when sequence of steps is important

IV. The following pages are instructions for the group leaders in using the slides and tapes which may be used with these units as the instructor sees fit

SLIDE TAPE #1

GROUP LEADER INSTRUCTIONS

I. Equipment and facilities needed

A. Tables and chairs

B. Paper pad on an easel

C. Broad felt tip pens

D. 35 mm slide projector

E. Cassette tape recorder--with AC/DC adapter

F. Roll of masking tape

II. Procedures for didactic simulation

A. Divide into groups, maximum size of six persons per group

B. Select group leader to serve as recorder

C. Give each group one sheet of easel paper per simulation and a broad tip felt pen

D. Show slide-tape presentation

E. At end of slide-tape presentation have each group list on the easel paper 10 things they could say or do under similiar circumstances

(NOTE: Things to say should be in quotation form.)

F. Group leaders post easel papers in a position where all participants can see each list

G. Instructor of class then conducts brain storming situation utilizing ideas developed by participants to identify the top 5 things to be said or done in this situation and places the answers on the pad on the easel

SLIDE TAPE #2

GROUP LEADER INSTRUCTIONS

I. Equipment and facilities needed

A. Tables and chairs

B. Paper pad on easel

C. Broad felt tip pens

D. 35 mm slide projector

E. Cassette tape recorder--with AC/DC adapter

F. Roll of masking tape

II. Procedures for didactic simulation

A. Divide into groups, maximum size of six persons per group

B. Select group leader to serve as recorder

C. Give each group one sheet easel paper per simulation and a broad tip felt pen

D. Show slide-tape presentation

E. At end of slide-tape have each group list on the easel paper 5 things they could say or do under similar circumstances

(NOTE: Things to say should be in quotation form.)

F. Group leaders post easel papers in a position where all participants can see each list

G. Instructor of class conducts brain storming situation utilizing ideas developed by participants to identify the top 5 things to be said or done in this situation and places the answers on the pad on the easel

H. On the last slide the reasons for rumors are to be identified by the group. There should be 10-15 reasons. Pre-number blank spaces on chalk board or easel pad

I. Reasons identified on last slide should be communicated back to group members as reasons for rumors beginning in their working environment

J. Be sure to impress on participants they are telling you their problems at work in regard to rumors

SLIDE TAPE #3

GROUP LEADER INSTRUCTIONS

I. Equipment and facilities needed

A. Tables and chairs

B. Paper pad on easel

C. Broad felt tip pens

D. 35 mm slide projector

E. Cassette tape recorder--with AC/DC adapter

F. Roll of masking tape

II. Procedure for didactic simulation

A. Divide into groups, maximum size of six persons per group

B. Select group leader to serve as recorder

C. Give each group three sheets of easel pad paper and broad tip pens

D. Show slide-tape presentation

E. At the end of slide number 7 have each group list on the easel paper answers to questions asked on the slide

F. After slide 8 repeat process using the second sheet of paper

G. After slide 9 repeat process using the third sheet of paper

H. Group leaders post easel papers in a position where all participants can see each list

I. Instructor of class conducts brain storming situation utilizing ideas developed by participants to identify the top 5 things to be said or done in this situation and places the answers on the pad on the easel

SLIDE TAPE #4

GROUP LEADER INSTRUCTIONS

I. Equipment and facilities needed

A. Tables and chairs

B. Paper pad on easel

C. Broad felt tip pens

D. 35 mm slide projector

E. Cassette tape recorder--with AC/DC adapter

F. Roll of masking tape

II. Procedures for didactic simulation

A. Divide into groups, maximum size of six persons per group

B. Select group leader to serve as recorder

C. Give each group one sheet easel paper per simulation and a broad tip felt pen

D. Show slide-tape presentation

E. Perform assigned duties as directed on slides

F. Group leaders post easel papers in a position where all participants can see each list

G. Administrator of class conducts brain storming situation utilizing ideas developed by participants to identify the top 5 things to be said or done in this situation and places the answers on the pad on the easel

SLIDE TAPE #5

GROUP LEADERS INSTRUCTIONS

I. Equipment and facilities needed

A. Tables and chairs

B. Cassette tape recorder

C. Paper pad on easel with broad tip felt pens or chalk board

II. Procedure for simulation

A. Divide into groups, maximum size of six persons per group

B. Select group leader to serve as recorder

C. Listen to tape

D. Answer the following questions:

1. Brainstorm within your group and then list a minimum of 5 inconsistencies of communicating company policies (10 minutes maximum)

2. How would you handle probationary policies with new employees? (list a minimum of 5 ways--5 minute maximum)

3. List 5 things that result from a supervisor's concern for employee well being (5 minute maximum)

(NOTE: Suggested answers include: improved morale, better attitudes, increased productivity, reduced absenteeism, and reduced tardiness.)

4. List a minimum of 4 other factors in the letter that could have an affect on employee morale

(NOTE: Suggested answers include: time clock improperly handled, poor human relations, lack of employee dignity and self-worth, lack of recognition.)

5. Reports from groups

6. Discuss the answers placing key points on the easel or chalkboard

HANDOUT FOR TAPE #5

THE NURSING HOME BLUES

Dear Sir:

What you are asking me, as I see it, is why am I not giving you my best in exchange for the reasonable wages and benefits you provide me and my family.

First, I'm not trying to blame anybody for why you don't see the "whole" me. Some of the problem is company policy, some is just me. Let me tell you why, and I'll leave it to bigger minds than mine to figure out blames and remedies.

I'll begin with my first day on the job years ago--my first job, by the way. I was just 19 then. Incidentally, my best friend started work at the center on the same day. We used to drive to work together. She still works for you, too.

The first thing I was told my first day by my supervisor was that I was on 90 days probation. They were going to measure my ability and attendance and attitude and then make up their minds about me. Gee, that surprised me. I thought I'd been hired already--but I really wasn't. Although the supervisor tried to make me feel at home, it was still sort of a shock to realize I was starting out off on the sidelines until I proved my worth.

You know, that first day my supervisor told me all about the centers' rules of discipline as if I were going to start stealing or coming to work drunk or getting into arguments with residents or fellow employees. What made it even worse was when I later found out that no one told my friend she was on probation. I asked her if she had seen the rules, and here it is two years later and she still doesn't know there are about a dozen rules for those of us working at the center.

After I had been here about eight months, another car hit my car broadside on the way to work. My friend and I were both taken to the hospital right away and released several hours later. As soon as I was released by the hospital, I called the nursing center to tell them what happened. I couldn't get through to my supervisor, so I told my tale to whoever answered the phone. When my friend didn't show up by nine o'clock, her supervisor got worried and called the house and then the hospital. When she found out my friend had a sprained ankle and bruised ribs, but was basically okay, she made arrangements for my friend to be taken home.

Both my friend and I ended up missing four days work. On each of the next three days, I called and told the supervisor I would not be in. I never heard from anybody in the center and when I got back to work later that week, my supervisor said, "Sure glad to see you're okay . . . it's a shame you spoiled your perfect attendance record . . . "

Sir, I don't come to work to be worried about someone. But I have some difficulty understanding why, when I'm absent, nobody really cares. It seems as if the company's just waiting for me to do something wrong. When I got back to work from that car accident, you started getting another little chunk less from me. Does that sound crazy? Or does it seem selfish?

I guess I'm saying that when you design your policies for the very few who need them, how do you think the rest of us feel?

Sir, do you really think I don't care or don't know what you think of me? If you are convinced of that, then you will never understand why I bring less than all of myself to my work.

You know in my two years no one has ever asked me how service might be better or how my equipment or methods might be improved. In fact, your policies drum it into me good and proper that you really want me to stay in my place. And now, you want to know why I don't pour it on? Wow! Don't you realize that I may want to contribute more than you let me?

You know, sir, I would like a more challenging job, but that isn't the heart of the matter, not for me at least. If there were a sense of dignity around here, I could not hold back the effort and ideas within me, even if my particular job was less than thrilling. Many of my friends do not want a greater job challenge, but they do want their modest contributions respected.

You know, my neighbor is a real quiet, sweet old man who just quit working here last month. When I ask him how he sums up his life's work, he says--and I can almost quote him exactly--"A pretty good place to work--only thing that really bothered me was that warning I got 2 years ago for lining up at the time clock two and one-half minutes early."

Well, sir, I suspect that 2 years ago, you may have corrected this quiet, nice guy for lining up early at your clock. But the price you paid was making him a "clock watcher" for the next 2 years. I wonder--was that warning all that necessary? Why couldn't you have just told him why lining up early isn't a good idea and then relied on him to discipline himself? I wonder.

It has been said, sir, that many people look upon profit as a dirty word. I don't feel that way, but you know, it's almost as if love is a dirty word here.

Why don't I give my best? Well, I guess I have a kind of thermostat inside me that responds to your warmth. Do you have a thermostat inside you?

Very truly yours,

SLIDE TAPE #6

GROUP LEADER INSTRUCTIONS

I. Equipment and facilities needed

A. Tables and chairs

B. 35 mm slide projector

C. Cassette tape recorder--with AC/DC adapter

II. Procedure

A. Show slide/tape presentation

B. Ask all participants to answer questions presented on last slide of series --Each of the five techniques are to be handled separately in relation to the 3 questions on the last slide

C. Divide into 3 groups--Have each group discuss each of the 5 techniques based on each of the three criterion listed on slide 21

HANDOUT FOR TAPE #6

HOW TO HANDLE NURSING CENTER EMPLOYEES AND SHOULD WE?

To begin with the question, should we handle people? No, if by handle we mean manipulate. Yes, if we mean "interact-well-with." Because when it comes to interaction, we don't have very much choice. Our action or inaction affects other people whether we mean it or not. So we might as well learn to do it well. Then, why aren't people interacting better? Why do employers fail to motivate employees? Why do nursing center supervisors discourage initiative? Why do whole companies get embroiled in futile conflict? Because knowing what we're after is not the same as knowing how to get it. We know that if we want another person to do what we want, what's best for the group, or even what's best for himself, it is important to motivate him. But how?

"I've attended some of those seminars on motivation," one nursing center supervisor told me, "and the theories sound great. But once I get back to my job, I don't know how to apply those theories, and somehow they just get lost."

This dilemma led to the development of a program concentrating on developing specific skills which, building on each other, provide supervisors with motivational techniques. At least six such skills can be practiced by supervisors with their employees.

1. LEARN TO LISTEN

To find out what makes another person "tick" and to motivate him, the supervisor must first communicate with him. This is one reason you took the effective listener program.

This means not merely an exchange of words or facts, but an exchange of ideas--an understanding. By the very act of listening to a person, a motivating effect is created: "I respect your ideas and opinions enough to want to listen to them."

A major barrier to interpersonal communications is that we think much faster than we speak--and tend to make lightning-fast judgements which block concentrating on what someone has to say.

Responses must clearly indicate that the supervisor is listening to the employee, but the responses must not be judgmental.

2. CRITICIZE, BUT DO IT EFFECTIVELY

The ability to critize is also necessary for a supervisor to motivate his employee. When a worker's performance is unsatisfactory, he expects and needs feedback. And when he makes a poor suggestion, he wants to know how it can be corrected.

To improve performance, a subordinate needs to know what aspects of his activity or thinking need changing. He also needs to know what aspects should not be changed. When criticism focuses on what's wrong with someone's work or idea--but doesn't include any mention of what he's done well and should continue to do--defensiveness and additional mistakes are an increased probability.

Further, criticism is one means by which a manager can prepare a subordinate for greater job responsiblity.

3. INCREASE EMPLOYEES' VALUE

Building--the process of increasing the value of another person's work or idea--is an important managerial skill. In building, a manager acknowledges the importance of a subordinate's work by making it more useful.

Often managers use their employees' work and ideas as springboards for their own creativity. They forget to acknowledge the value of contributed ideas--and occasionally even minimize someone else's efforts.

True building begins when a manager tells a subordinate that his idea or way of doing things was in some way the source of the manager's own idea or activity.

By building in this fashion, the manager answers a subordinate's need for achievement, recognition, self-esteem, and the esteem of others. In short, he motivates him.

4. DIVERSE OPINIONS: ASSETS OF LIABILITY

To develop a successful working relationship with employees, the supervisor must learn to cope with differences of opinion, and make them work for him.

Depending on how supervisors deal with them, differences can be an asset or a liability. On one hand, they can lead to the kind of disagreement and conflict that results in inefficiency, frustration, and unsatisfactory compromises.

On the other hand, they can be the source of increased cooperation and better alternatives, through the productive use of the different experiences and capabilities that people bring to a situation.

To counter the win-lose situation, managers should realize that the differences between two people, which tend to set up a vertical barrier between them, can be changed to a difference about which the two can agree to differ.

When such an agreement has been reached, it is then possible for them to look for new alternatives that had not occurred to either. And because the new alternative selected is likely to have been built on both points of view, it becomes possible for both to "win".

The process of managing differences--whether it results in agreement or not will have emphasized the manager's willingness to give employees' opinions due consideration. This creates a feeling of mutual interdependence between a manager and his subordinates.

5. GIVE CREDIT WHERE CREDIT IS DUE

Many workers never see the results of their efforts, and recognition from a superior becomes an important indicator of an individual worker's competence and achievement.

While crediting would seem to be something that managers would do almost automatically, many fear overdoing praise even when it is earned.

To be effective as a motivator, esteem must be related in some way to a specific achievement. "Sarah, you're doing a terrific job" tells the employee little. It is better to say, "Sarah, the inspectors complimented us highly on our shiny floors."

Crediting an employee's work also provides him feedback on what the manager expects. A worker's past behavior is used to illustrate what the manager wants him to do in the future.

In closing let us discuss as a group . . . . . (slide)

(NOTE: At this point answer the questions shown on the slides.)

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to conduct a self-evaluation to begin a course of self-improvement in working with people, evaluating employees, and keeping workers near their maximum performance level. This knowledge will be evidenced by scoring eight, five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define the term *human relations*.
2. Describe a person who practices good human relations.
3. List things that people consider important on a job.
4. Arrange in order the levels of human needs.
5. List the things that motivate people.
6. List ways attitudes are formed.
7. List the three sides of self.
8. List ways people defend their self-image.
9. Select from a list things to do on a daily basis to maintain good human relations.
10. Match levels of performance to descriptions of each.
11. List ways to keep workers above the firing line and headed toward the maximum performance line.
12. Select from a list correct statements about how to give orders, instructions, and directions.
13. Select from a list statements about how to correct workers' mistakes.
14. List characteristics of workers with problems.
15. Select from a list statements which describe the types of nursing center supervisors who cause employees to worry.

16. Select from a list ways to relieve common worries among nursing center employees.

17. List common errors in objectively evaluating employees in nursing centers.

18. Select from a list correct statements about the informal organization found in nursing centers.

19. Arrange in order the steps in problem solving.

20. Conduct a self-evaluation to begin a course of self-improvement in working with people, evaluating employees, and keeping workers near their maximum performance level.

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

SUGGESTED ACTIVITIES

I. Teacher:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Make transparencies.

D. Preview instructions and discussion questions on answers to Assignment Sheet #2.

E. Reproduce "Self-Improvement Contracts" in Assignment Sheet #6 periodically as needed.

F. Role play giving instructions and corrections.

G. Discuss unit and specific objectives.

H. Discuss information and assignment sheets.

I. Give test.

J. Reteach if necessary.

K. Test again until minimum standard is reached.

II. Student:

A. Read objective sheet.

B. Study information sheet.

C. Take notes.

D. Complete assignment sheets.

E. Take test(s).

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Human Relations
2. TM 2--Working with People
3. TM 3--Practicing Good Human Relations
4. TM 4--Indian Proverb
5. TM 5--Maslow's Hierarchy of Basic Needs
6. TM 6--Maslow's Five Step Pattern of Needs
7. TM 7--Praise: A Most Useful Tool
8. TM 8--The Way We See Ourselves
9. TM 9--The Way Others See Us
10. TM 10--The Way We Are
11. TM 11--Three Sides of a Resident
12. TM 12--Levels of Performance
13. TM 13--Giving Orders
14. TM 14--Which Path Do You Take?
15. TM 15--Sandwich Effect
16. TM 16--To Handle a Problem

D. Assignment sheets

1. Assignment Sheet #1--What People Consider Important on a Job
2. Assignment Sheet #2--Group Empathy Experiment
3. Assignment Sheet #3--Know Your Employees
4. Assignment Sheet #4--Dealing with Nursing Center Employees
5. Assignment Sheet #5--Orders, Instructions, and Directions Experiment
6. Assignment Sheet #6--Analysis of a Problem
7. Assignment Sheet #7--Self-Evaluation and Self-Improvement

E. Answers to assignment sheets

F. Test

G. Answers to test

II. Reference--*Working with People.* Stillwater: Oklahoma State Department of Vocational and Technical Education, Special Schools Division.

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

INFORMATION SHEET

(NOTE: The information in these units applies to both residents and employees. An attempt to relate the material to these two groups of people will help make the concepts more meaningful.)

I. Human relations--Day-by-day contacts that people have with one another and the resulting degree of satisfaction or dissatisfaction that these contacts produce; working well with people (Transparencies 1 and 2)

II. Person who practices good human relations

A. Gets along with people

Examples: Residents, residents' families, doctors, administration, LPNs, RNs, bookkeepers, secretaries, dieticians, housekeeping personnel, directors of nursing, activities directors, laundry personnel, training coordinators

B. Understands people

C. Is able to analyze people's actions (Transparency 3)

D. Understands the affect that people have on one another as individuals and as groups

E. Sees things from the other person's point of view (Transparency 4)

F. Has satisfactory contacts with people

G. Makes the best use of human resources as a supervisor

III. What people consider important on a job (Assignment Sheet #1)

(NOTE: These results were determined in a recent survey.)

A. Tactful disciplining

B. Full appreciation of work done

C. Good working conditions

D. Feeling "in" on things

E. Personal loyalty to workers

F. Sympathetic help on personal problems

INFORMATION SHEET

G. Job security

H. "Work that keeps you interested"

I. Promotion and growth in company

J. Good wages

IV. Levels of human needs (Transparencies 5 and 6)

(NOTE: Once a person's basic needs have been met, a person is motivated by the next highest level. For example, if a person does not need to worry about food, clothing, and shelter, then the person can give more time and effort to other activities. However, if a person is hungry he will be motivated only by the need for food. If his life is in danger, he will be motivated only by the need for safety.)

A. Physiological

Examples: Food, clothing, shelter, rest, exercise, sex, elimination, temperature stability, freedom from pain

B. Safety

Examples: Security, protection from physical harm, insurance programs, guarantees

C. Attention

Examples: Love, sense of belonging, friendship, affection, acceptance, invitations to socialize with others

D. Esteem

Examples: Self-respect, respect for others, recognition, praise, awards

E. Self-realization

Example: Doing what one can do best

V. What motivates people

A. Level of human need

B. Whatever gives the greatest reward

(NOTE: Sometimes people do things even though they will be punished or reprimanded because subconsciously they are rewarded by the attention they receive. Therefore, emphasis should be given to positive achievements. More attention should be paid to good work and actions than to mistakes and negative actions.)

INFORMATION SHEET

C. Praise of the person's good work and actions (Transparency 7)

Examples: "Great," "I like that," "That's interesting," "Good thinking," "Thank you," "Good job," "That's right"

(NOTE: For some reason, praise of a person, such as "You're such a wonderful young man," often makes a person feel guilty because he knows he's not as wonderful as all that. However, people will respond more positively to praise of their work or actions.)

VI. Ways attitudes are formed

(NOTE: Attitudes are feelings or emotions about situations, ourselves, and others. Attitudes are a tendency to react in a predetermined way with respect to certain values. It is the attitude we have toward ourselves that has much to do with the way we behave toward others.)

A. From specific experiences

B. From imitation of attitudes of people we look up to

C. From rejection of attitudes of people we look down on

D. From groups with which we identify

Examples: Clubs, churches, American Nursing Association, National Leage of Nursing, National Federation of Liscensed Practical Nurses, Inc.

E. From planned efforts to influence attitudes

Examples: Advertising, training programs

F. Through study, research, and analysis

G. By jumping to conclusions

VII. Three sides of self

A. Way we see ourselves (Transparency 8)

B. Way others see us (Transparency 9)

C. Way we actually are (Transparency 10 and 11)

INFORMATION SHEET

VIII. Ways people defend their self-image

(NOTE: We all defend our self-image whether it be good or bad, correct or incorrect. Recognizing defenses and what causes one to be defensive may be helpful when hiring, training, correcting, or kidding a person.)

A. Rationalization

Examples: Face-saving, sour grapes

B. Compensation or overcompensation for weaknesses

C. Blaming others for own faults, weaknesses, or thoughts

D. Attention-getting by being different or causing disturbances

E. Day dreaming

F. Aggressive feelings toward others

IX. What to do on a daily basis to maintain good human relations

A. Let each worker and resident know how he/she is getting along

B. Give credit where due for effort and achievement

1. Praise is most effective when received after the task is completed

2. Praise should be given sincerely

3. Praise of a person's work and effort is often more effective than praise of the person himself because some people do not know how to accept praise easily

C. Tell employees and residents in advance about changes that will affect them

(NOTE: It is up to the first-line supervisor in a nursing center to create a favorable attitude toward change.)

1. Encourage employees to seek ways of improving their jobs

2. Ask for and give serious consideration to ideas and suggestions

3. Create an atmosphere of involvement

INFORMATION SHEET

4. Anticipate answers to questions about change that will probably arise

   Examples: What is the reason for the change?
   Whom will it benefit and how?
   Will it inconvenience anyone and for how long?
   Will training or retraining be necessary and for how long?
   Will earnings be affected?
   When does the change go into effect?
   Will there be a transition period when adjustments can be made?

5. Use other staff members, informal leaders, and older employees to help explain change

6. Anticipate objections and offset them by explaining personal benefits

7. Listen to employees and residents

D. Make the best of each person's abilities

E. Treat employees and residents as individuals (Assignment Sheets #2 and #3)

X. Levels of performance (Transparency 12)

A. Firing line--Minimum acceptable performance, poorest quality of work, negative attitude, breaking of rules

B. Actual performance line--Determined by quality of supervision, interest, motivation, direction, incentives, and understanding of jobs

C. Maximum performance line--Top limit of intelligence and physical ability; person lives for his/her work

XI. Ways to keep workers above firing line and headed toward the maximum performance line

(NOTE: These methods are not necessarily considered good or bad without considering all the factors involved in an individual decision.)

A. Pressure

B. Pay

C. Recognition

D. Training

INFORMATION SHEET

XII. How to give orders, instructions, and directions (Transparencies 13 and 14, Assignment Sheet #4)

A. Give information in a clear manner

(NOTE: Prepare in advance how to give the information in the best possible way.)

1. Ask politely for the orders to be repeated

2. Give examples and demonstrations

B. Avoid unnecessary details

C. Give complete information

(NOTE: Leave as much freedom as possible to the individual worker.)

1. Who

2. What

3. When

4. Where

5. Why

D. Give the standard of excellence needed

E. State information in a positive manner

(NOTE: Do not shout.)

XIII. Correcting workers' mistakes

(NOTE: Corrections should only be made to secure better performance, not for personal reasons.)

A. Avoid criticism if at all possible

(NOTE: Most people find it difficult to accept criticism and either resent it or ignore it.)

B. Make remarks specific

Example: Don't just say "You haven't got the right attitude" or "You should be more careful"

C. Relate criticism only to the job or activities which affect job performance

INFORMATION SHEET

D. Use the sandwich effect (Transparency 15)

1. Say something positive about person's work
2. Give criticism tactfully
3. End with more sincere praise

(NOTE: Praise should be specific and sincere. Undeserved praise can do more harm than no praise at all.)

E. Give criticism privately instead of in front of other people

F. Give criticism in a group staff meeting only if it can be done without singling out any individual

Example: "It has come to my attention that some of us are not getting to work on time. We need to work on this problem."

XIV. Characteristics of workers with problems

A. Sudden change in behavior

B. Irritability

C. Preoccupation

D. Increased accidents

E. More absences

F. Increased fatigue

G. Too much drinking

H. Increased absenteeism

I. Slow down in work

XV. Types of nursing center supervisors who cause employees to worry.

A. Those who think it is good to require a little more than an employee can achieve

B. Those who think it is poor psychology to praise an employee for doing a good job

C. Those who think that it is better to constantly hold the threat of layoff over an employee's head

INFORMATION SHEET

XVI. Ways to relieve common worries among nursing home employees

A. Set aside a specific time to consider the problem

B. Suggest that the worried person discuss the problem with a trusted impartial observer

C. Suggest the worker get information and assistance

D. Suggest the worker do something active

E. Assure the worker that you want to help him/her keep his/her job

(NOTE: The old "straighten-up and fly-right" approach can do more harm than good for the worried worker.)

F. Build rapport with the worried employee

Example: "Tell me how you feel about the situation" is better than "What's bothering you?"

G. Listen

(NOTE: Advising the employee prematurely about what you think he/she should do gives the impression that you don't care about his/her problem and only wish to end the discussion. Listen to understand the problem without giving a patent answer or categorizing the employee into a given personality class.)

XVII. Common errors in objectively evaluating employees in nursing centers

A. Personal feelings

Example: The supervisor likes an employee so his/her work looks better than it actually is or vice versa

B. Recency of an occurrence

Example: An employee has done a good job all year until a week ago and, therefore, receives a bad rating when evaluated for a promotion and a raise

C. Seriousness of the results of an improper action

Example: Three employees violated the No Smoking sign; the third person set the trash can on fire. Actually, the third person's violation of the rule was no worse than the violation by the two who were lucky

INFORMATION SHEET

D. Isolation of employees

Example: Those whose place of work is physically near the supervisor have an advantage if they do well or a disadvantage if they do not do well

E. Halo effect

Examples: An employee does well on the bowling team and this makes his/her work look better

The supervisor likes tall thin men which gives them the benefit of the doubt without the supervisor ever being aware of showing favoritism

F. Tendency to see what we want to see

Example: The supervisor recommended a person for employment and wants that person to do well

G. Squeaking wheel

Example: Persons who won't let the supervisor forget them when raises are being given

H. Talking a good game

Example: Persons who are better talkers about work than they are actual workers

XVIII. Informal organization found in nursing homes

(NOTE: This is the social and personal network through which much communication travels. However, it is not established or required by formal authority.)

A. Informal leaders are usually not the same persons as the supervisors in the formal organization

B. Supervisors should learn to use informal organizations

1. Serves as place for potential formal leaders to develop
2. Provides social outlets for workers
3. Serves as a communications channel
4. Can be harmful if the informal group rejects some workers

INFORMATION SHEET

XIX. Problem solving (Transparency 16, Assignment Sheet #5)

A. Recognize the problem

B. Get the facts

C. Weigh the facts

D. Determine the objective

E. Make a decision

F. Take action

G. Check results

Human Relations

The day-by-day contacts that people ha

one another and the resulting degree of sat

dissatisfaction that these contacts pro

TM 1

Human Relations

y-by-day contacts that people have with

er and the resulting degree of satisfaction or

tisfaction that these contacts produce.

Working with People

Practicing Good Human Relations

A Person Who Practices Good Human Relations Understands and Analyzes People

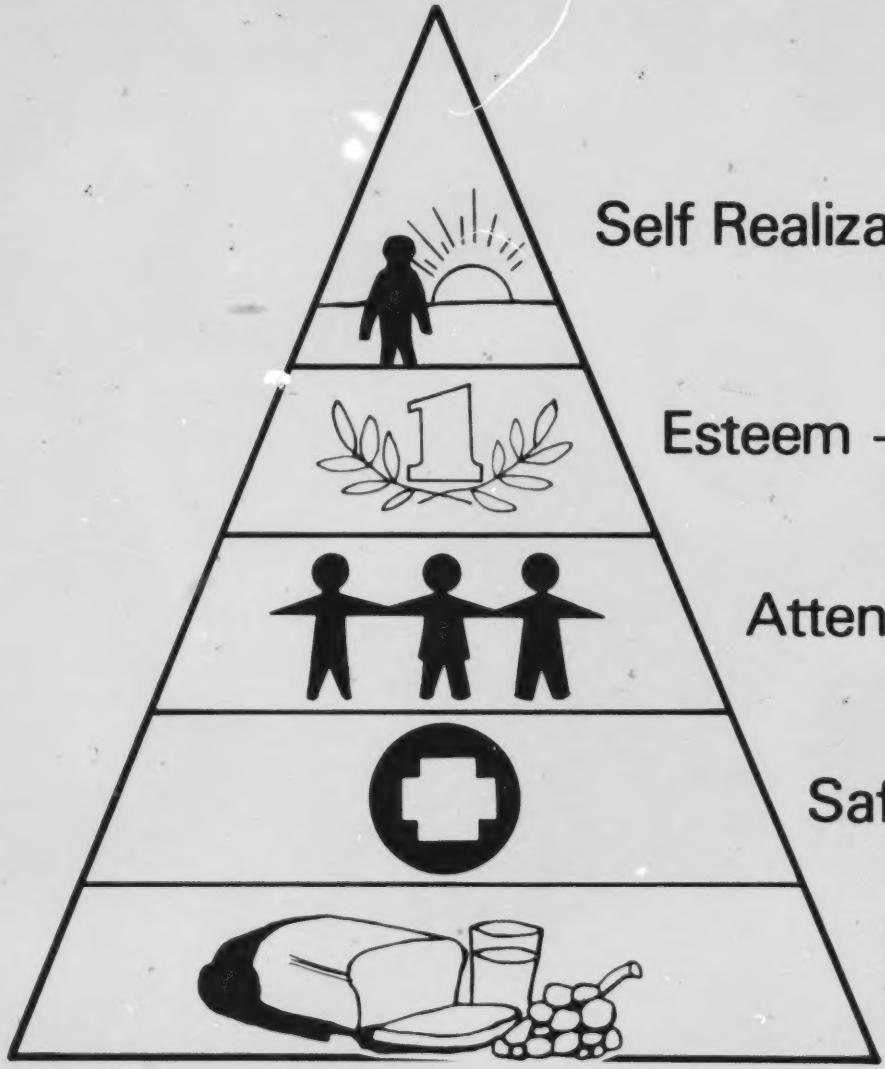
Empathy

Don't Criticize A Man Until You

Have Walked A Day In His Mocassins

An Indian Proverb

MASLOW'S HIERARCHY OF BASIC NEEDS



Self Realization.

Esteem - Self Respect.

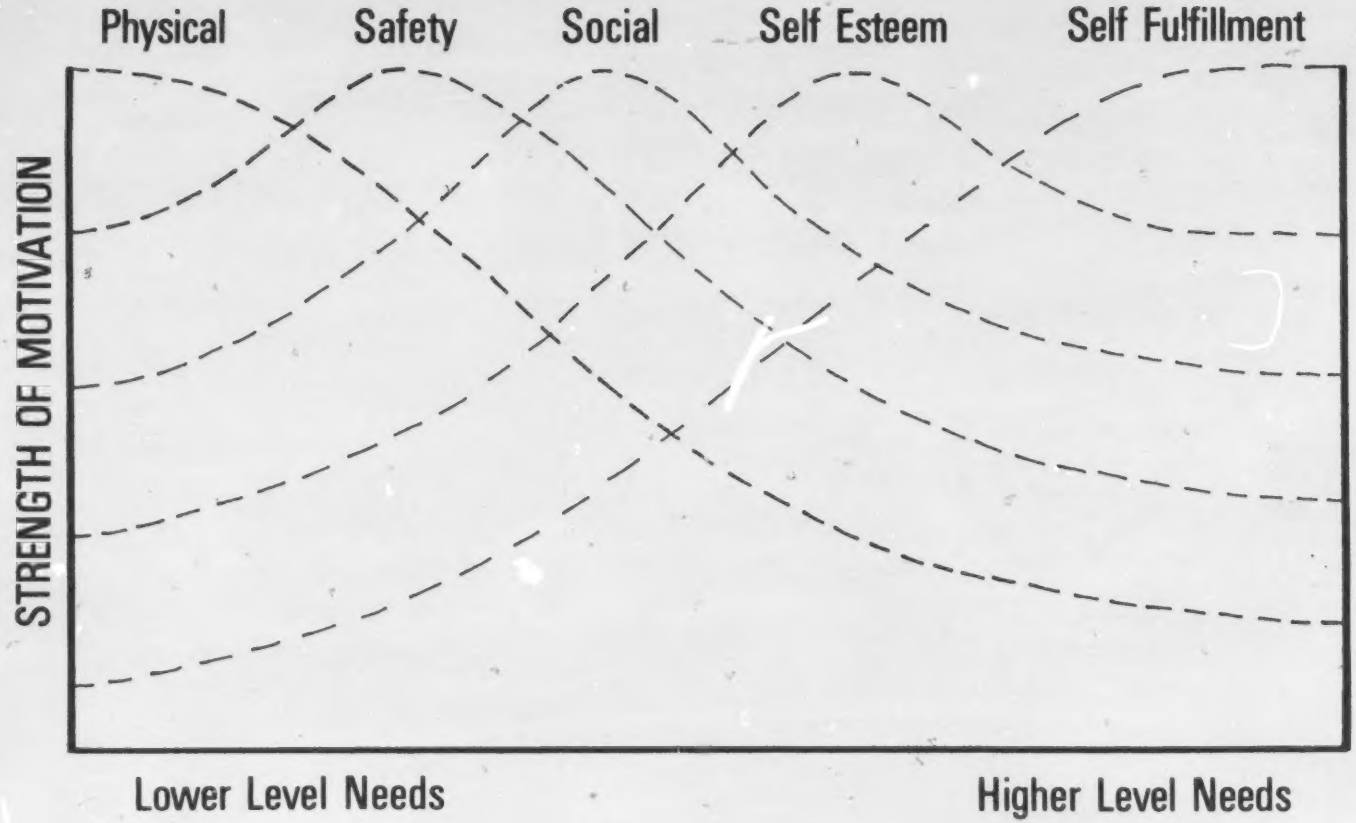
Attention - Social Activity.

Safety.

Basic
Physiological Needs.

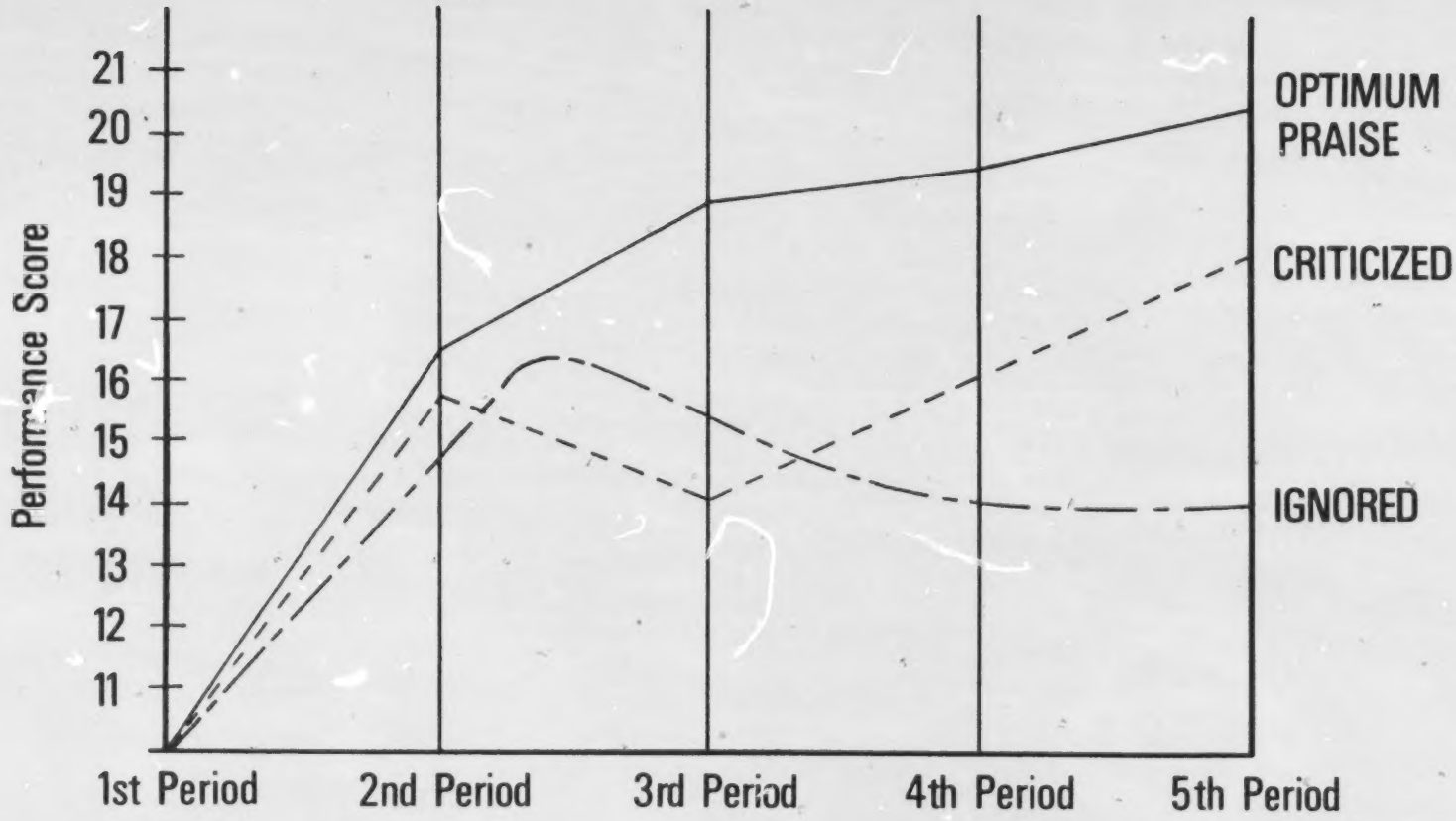
TM 5

Maslow's Five Step Pattern of Needs



TM 9

Praise, A Most Useful Tool



TM 7

The Way We See Ourselves

Educated Authority (Compares Others With Less Experience to Self)

TM 8

The Way Others See Us

The Way We Are

A Member of the Team

TM 10

47

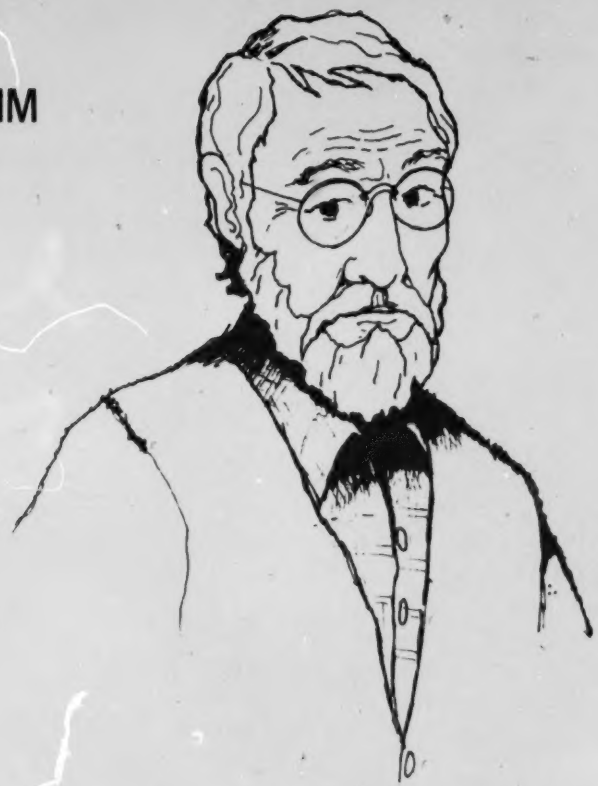
35

48

Three Sides of a Resident

WAY OTHERS SEE HIM

Moody
Cranky
Won't Understand
Talkative



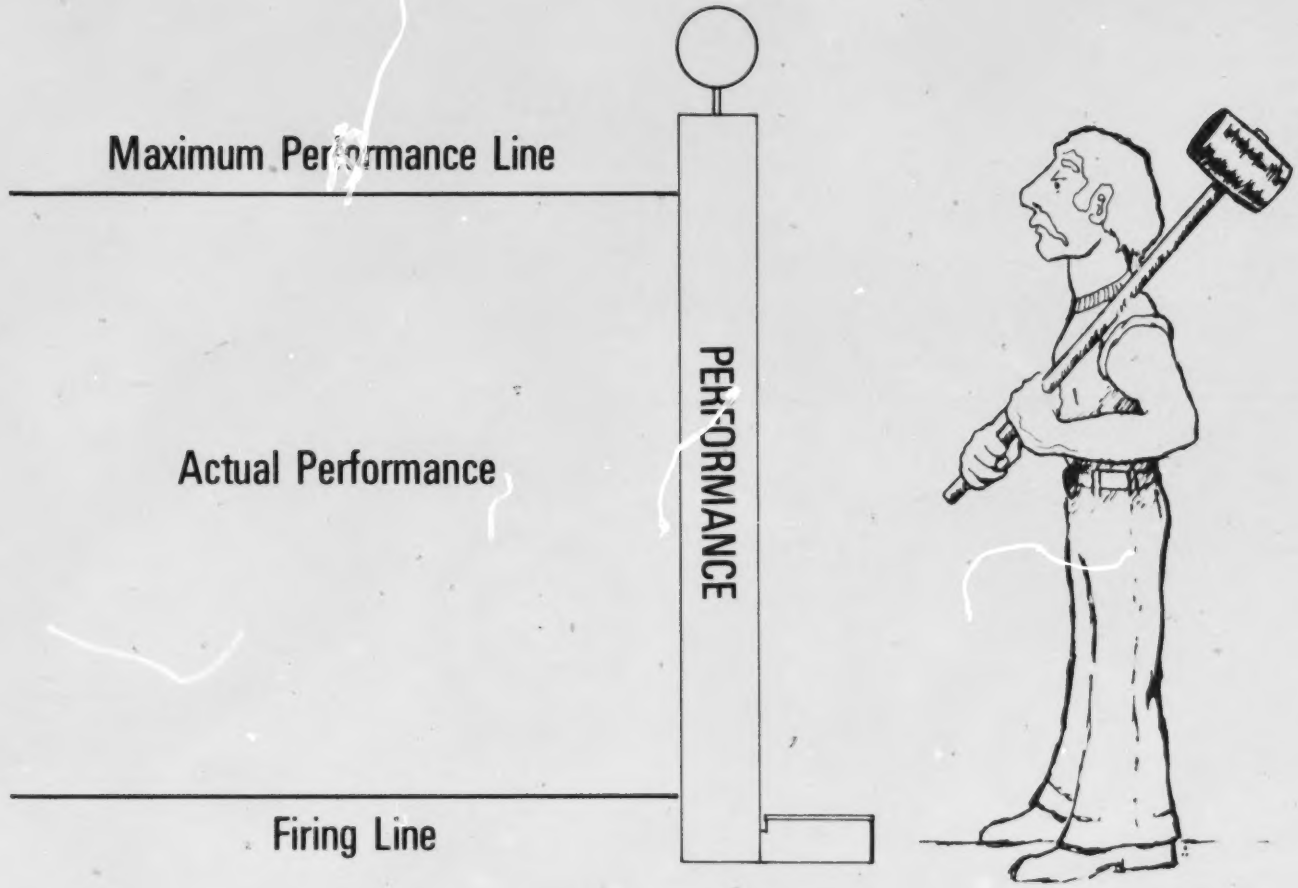
WAY HE SEES HIMSELF

Useless
Rejected
Near Death

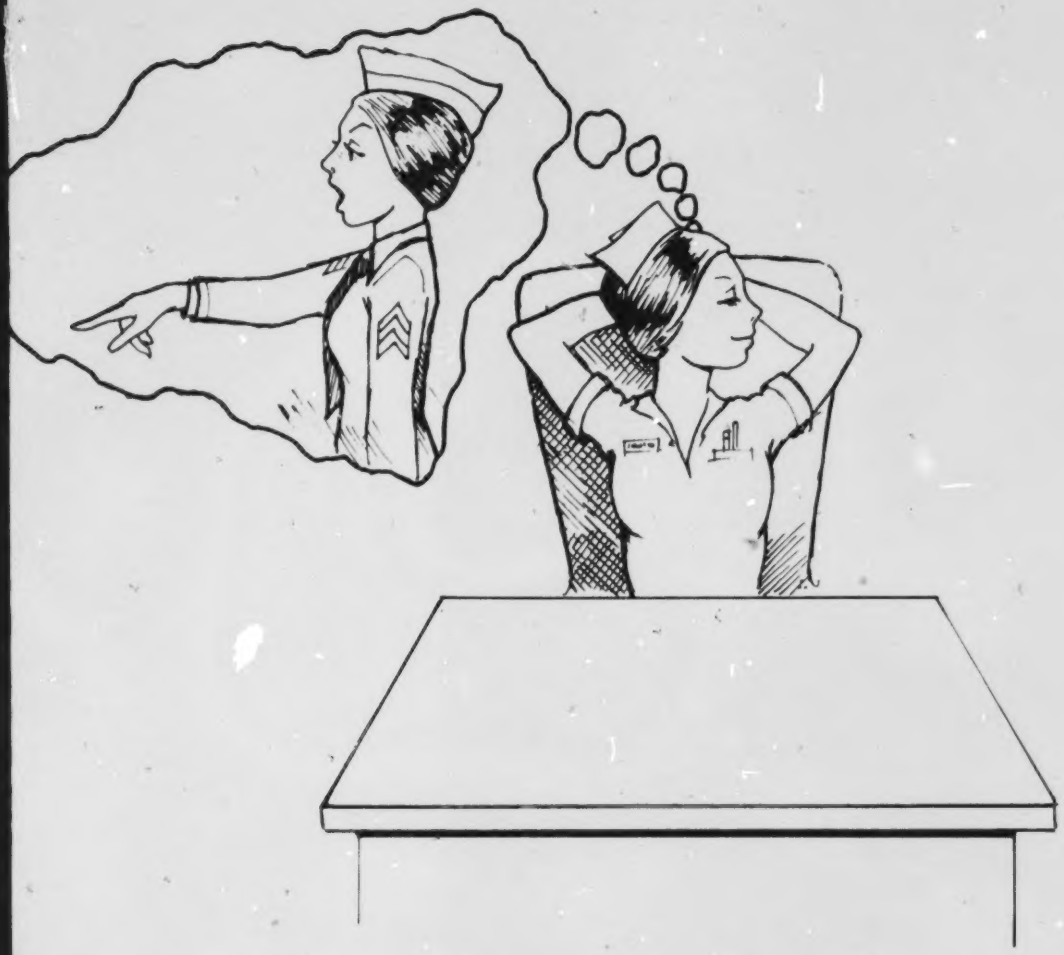
WAY HE REALLY IS

TM 11

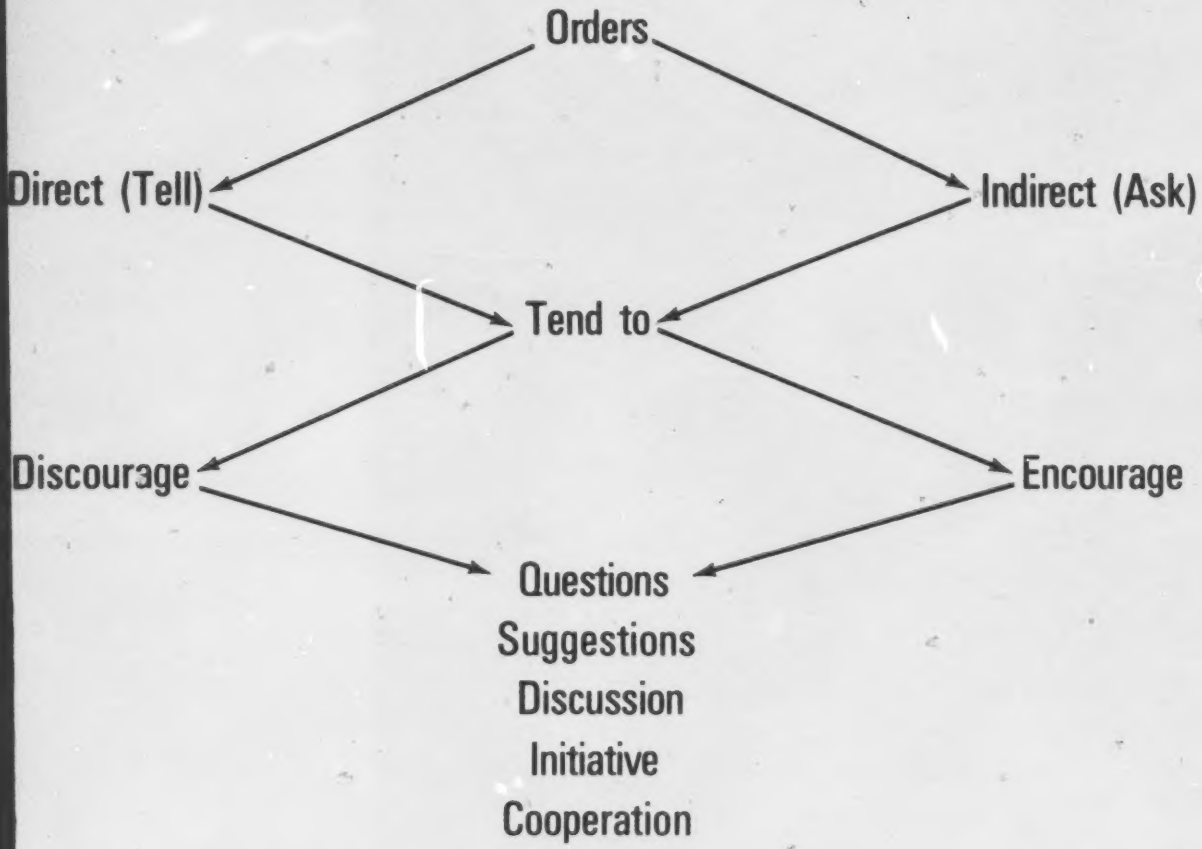
Levels of Performance



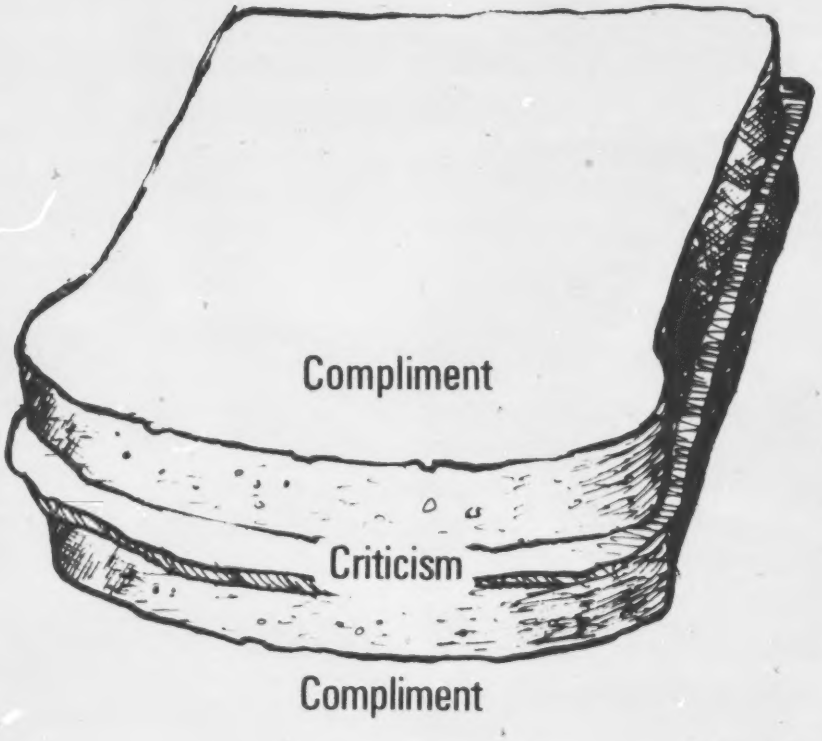
Giving Orders



Which Path Do You Take?



Sandwich Effect



To Handle a Problem...

1. RECOGNIZE THE PROBLEM
2. GET THE FACTS
3. WEIGH THE FACTS
4. DETERMINE THE OBJECTIVE
5. MAKE A DECISION
6. TAKE ACTION
7. CHECK RESULTS

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

ASSIGNMENT SHEET #1--WHAT PEOPLE CONSIDER IMPORTANT ON A JOB

A few years ago a survey was made to determine what people consider important on a job and to find out if supervisors really know what their people hope to get out of their jobs. Listed below are the ten items used in the survey. Rank the items the way you think your employees would rank them by placing number 1 in the blank opposite the highest priority and so on until you have ranked them all. Then compare your answers with the answers of the employees and supervisors surveyed. Their answers may be found on the answer sheet.

____ 1. Tactful disciplining

____ 2. Full appreciation of work done

____ 3. Good working conditions

____ 4. Feeling "in" on things

____ 5. Personal loyalty to workers

____ 6. Sympathetic help on personal problems

____ 7. Job security

____ 8. "Work that keeps you interested"

____ 9. Promotion and growth in company

____10. Good wages

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

ASSIGNMENT SHEET #2--GROUP EMPATHY EXPERIMENT

The purpose of this experiment is to help members of the group to be sensitive to the positions that people take within the group. We are going to study how a group functions by actually doing something as a group. We are going to take a particular task and carry it out. When completed, we are going to look at it and discuss it.

1. As a class, we will divide into groups of 9-12 persons. Each group must determine the ten most important functions of a leader. The ten most important functions must be selected by the group and these functions must be ranked in importance from the most important (1) to the least important (10). The group could begin by "brainstorming" a few functions. If necessary, one, two, or three persons may be observers.

2. Each group should select a recorder. If possible, have a blackboard or an easel with a pad on it so that the recorder may write down the functions for all to see.

3. Each group should letter alphabetically so that each participant has a letter.

4. Begin listing functions of a leader. After the group has listed about fifteen functions or characteristics of a leader, attempt to agree on which items are most important and rank these functions in the order the group considers most important.

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

ASSIGNMENT SHEET #3-KNOW YOUR EMPLOYEES

It is necessary to know your employees in order to treat them as individuals. See if you can answer the following questions.

1. Do you know the following information for each of your employees?

	Full name	Yes	No	Number of children	Yes	No
	Nickname	Yes	No	Approximate ages of children	Yes	No
	Age	Yes	No	Length of company service	Yes	No
	Marital status	Yes	No	Hobbies	Yes	No
				Special interests	Yes	No

2. Think over the employees you supervise and write the name of the person who answers the question asked.

   a. Who is your oldest employee in years of age?

   b. Who is your oldest employee in length of service?

   c. Who can handle the largest number of different jobs?

   d. Who is your most loyal employee?

   e. Who is your highest skilled employee?

   f. Who is best suited to train new employees?

   g. Who has the best attitude?

ASSIGNMENT SHEET #3

h. Who has the best possibilities for promotion?

i. Who will make you the best understudy?

j. Who is the best natured?

k. Who is the most stable?

l. Who is the most dependable?

m. Who has the best attendance?

n. Who is the fastest worker?

o. Who does the highest quality work?

p. Who has the fewest accidents?

q. Who is the most cooperative?

r. Who is the best liked?

s. Who is the most intelligent?

t. Who is the best all-around employee?

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

ASSIGNMENT SHEET #4--DEALING WITH NURSING HOME EMPLOYEES

After reading the narratives that follow, discuss how the various ideas presented relate to your own situation. Then, answer the questions below.

1. Do you believe that things are really different today than they were 20, 10, or 5 years ago?

2. What do you think the supervisor's role is in communicating with younger employees?

3. Do you think the "gap" between the supervisors and the younger employees can be overcome? If so, how?

4. Do you feel young people have trouble conforming to rules and regulations?

5. Do you think that young employees are more people-oriented?

6. Do you agree with the way the supervisor handled the employee with the drinking problem?

ASSIGNMENT SHEET #4

to do what you want them to do, you must learn what motivates them, what their values are.

While generalizations are hazardous, the following eight typifications of the young worker seem to be valid:

1. Today's worker is concerned with what is taking place now. He/she contends that time has collapsed. Anything older than ten years is out of date. The young worker is not particularly concerned with the history of the company and doesn't necessarily believe that what worked before will work today. He/she is not convinced of historical proof. Today's worker believes that what is important is now.

2. Today's young worker feels that any person in authority must have proper credentials. He/she is willing to follow a person who says, "You will do what I tell you because I am convinced that this is the right thing to do." On the other hand, the young employee is not inclined to accept an authority figure who says, "You will do what I tell you to do because that is the way the company says." In other words, the leader's credentials are neither his authority nor his status within the establishment. His credentials are what he believes, what he is, what he knows, and the fact that his actions are based on his personal convictions.

3. Let's face it. Those of us who grew up or had our formative years during the Depression era before World War II remain concerned about food, clothing, and shelter. The need of the necessities of life help create our willingness to work without question. We give little thought to the relevance of the things we do.

   This is no longer true. Affluence is now a fact of life. For people who have never had to worry about where the next meal is coming from, the idea of work is not that important. What is significant is the relevance of work. We see this every day throughout industry. Workers constantly ask, "Why should I do this?" or "What good will that effort do for me?" Work for the sake of work never has made sense to some minorities in our society, and work for the sake of work makes no sense to most of today's young people. Work either has meaning or it is useless.

4. Today's young person feels that he/she can always get a second or third chance. Remember, this person has grown up during a time when his/her survival, security, and social needs have always been satisfied. His/her current needs are identification needs, ego needs, and self actualization. These needs demand experimentation. These upper level needs are worth risks. To try for them and to miss once or even a second time really does make sense. Therefore, says today's youth, any manager who is afraid to fail is a second rate manager. This seems to say something about the value of innovation, experimentation, and new approaches to the accomplishments of any job.

ASSIGNMENT SHEET #4

5. Individuality is the key. Our industries, our country, and our society, in general, are made up of people. People fight wars. People provide service. All of this is done best when it is done on the personal level. People are the ultimate values. Today's young people say that the person is so important that institutions must become personalized or they will die.

6. To the youth of the 1970's, big institutions have failed. They are filled with bureaucracy, dishonesty, and even sin. Most of today's youth do not reject institutions. They realize that society is made up of institutions. However, the institutions must be personal, honest, and must include the will of the people who make up the institution. So young people want institutions to be reformed and they want to be in on the reformation. They want institutions to be <u>their</u> institutions.

7. Technology for all its great achievements does produce pollution. Despite a life made easier, human problems have gone unsolved. Technology is equated in the eyes of youth with rational systematic knowledge. On the other hand, subjective experience says we must eliminate pollution, stop wars, and solve the problems of human beings. Thus, today's youth are beginning to reject rational analysis in favor of subjective experience. Of interest in this connection is the strong emphasis of the mystical among the young. There is a great interest in astrology, I-Ching, the Jesus movements, and other mystical developments. This is one reason for the growing use of drugs. A significant element of today's youth attempts to get "high" on drugs rather than enter a disciplined meditative state.

8. Today's youth do not think they have all the answers, but they do recognize the problems. They reject and resent imposed solutions and dogmatic answers. They don't believe adults have the answers to our society's problems any more than they do. They want to be involved on a one-to-one basis with the poor, the blacks, and the minorities. They are, in fact, searching.

There <u>are</u> major differences between today's younger and older workers. If you have looked at this eight-point prototype of today's youth with any care at all, the differences should be easy to see.

It is important to realize that not all of today's youth are bad. Most young people have retained some of the values that have made our society and the industrial work force effective. In fact, today's youth have actually re-emphasized the values of the person, the dignity of the individual, honesty, integrity, and compassion. These appear to be excellent values on which to build a better work force.

Remember also that the basic values of our society remain valid. The moral heritage on which our country was founded remains valid. The principles of leadership remain the

same, but the leadership techniques required need to become more flexible and more personal.

This can best be illustrated in the sports world. The good coach first determines what his material is and then adjusts his system of play accordingly.

The world champion Milwaukee Bucks professional basketball team illustrates this truth. Coach Frank Costello looked over his material before he determined his style of play. Despite the fact that most pro teams play race-horse basketball and score more than 100 points a game regularly, Coach Costello chose a more deliberate style of play that better suited the talent on hand. Because he had a towering Lew Alcindor and the ball handling "Big O" Oscar Robertson, he opted for a control style of game. The Bucks frequently scored fewer than 100 points a game, but they won the championship. Their coach developed a winning style based upon his human resources.

In the same way, the good supervisor adjusts his method of leadership to the material he/she is leading. That is what professional supervision is all about.

THE SUPERVISOR AND THE ALCOHOLIC

"Frank, you have 14 years with the company. Your work has been okay until recently. During the past month, according to my records, you have been late six times and absent four times. During work you have left your work area rather frequently, and you haven't given me very good reasons for your actions when I've asked. You have fallen behind in your work, and others are having to do extra. This is not fair to them, and I've asked them to stop.

"All in all, you're in trouble with me and with the company. We do not want to lose you or even to put you on leave without pay unless this becomes necessary. As I'm sure you know, the company stands ready to help any employee in trouble regardless of the reason.

"I do not know what your trouble is, but I do know that you should do something about it. If you feel you have a health problem, we can arrange an appointment with the doctor. If your problem is something else, we can arrange an appointment with the personnel director. We can offer help, but you're the only one who can take up the offer.

"Maybe you think you can get back on the track by yourself. That decision is up to you. You've probably made resolves in the past and you know they're not always easy to keep. If I were to gloss over your problems, I wouldn't be doing you a favor. Your work is unsatisfactory. If it does not improve, we'll probably have to let you go. Look, accept help. Shall I phone the doctor or the personnel director for an appointment right now?"

The word "Alcoholism" should not be mentioned unless the supervisor is absolutely dead-certain that this is the root of the performance problem. The supervisor is, after all, acting as a troubleshooter and not as a diagnostician.

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

ASSIGNMENT SHEET #5--ORDERS, INSTRUCTIONS, AND DIRECTIONS EXPERIMENT

The purpose of this experiment is to help members of the group be conscious of the importance of giving orders, instructions, and directions correctly. Ask a member of the group to stand in front of the room with his/her back to the group or separated by a screen or partition so the group may hear the person but not see what the person is doing. The person in front of the group is then asked to describe to the rest of the group how to draw one of the figures on the following page. The audience can ask no questions. The object of the task is to see how well the person can give directions to the group by seeing how many people in the audience can draw the figure exactly as the figure described to them. Repeat the process the exact same way using a different figure, except this time allow two-way communication by letting the persons doing the drawing ask questions. Repeat the process again allowing two-way communication and the audience to see the person giving instructions. After you have completed the procedure answer the questions below.

(NOTE: It adds to the experiment to use as many persons as time permits to give the instructions.)

1. Would it help to see the person's reactions and gestures?

2. Did the drawings improve the second time?

3. Did it help to use examples?

FIGURE 1

FIGURE 2

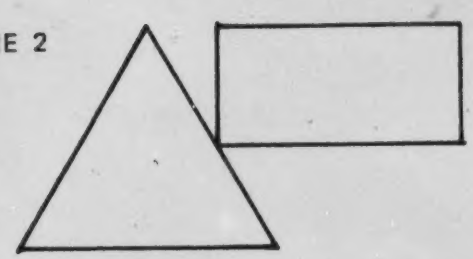
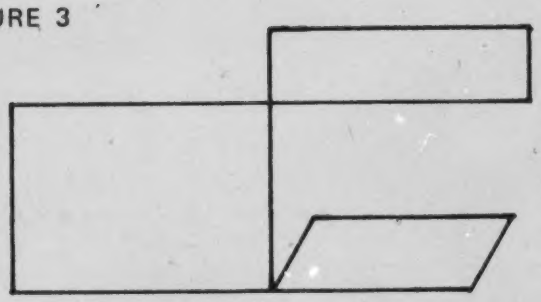


FIGURE 3



GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

ASSIGNMENT SHEET #6--ANALYSIS OF A PROBLEM

This is a form that can be used as an aid in the analysis of a problem. Not all problems will require this detailed analysis. Many times problem solving is simply a mental process but the real "sticky" problems should be written down. Select a problem area in nursing centers and go through the process for practice at this time.

1. RECOGNIZE THE PROBLEM. State the problem briefly.

2. GET THE FACTS. List them below.

3. WEIGH THE FACTS before stating your decision on the case to determine if they make up a complete story. Do the facts have a bearing on each other? Are there any gaps or contradictions?

4. DETERMINE THE OBJECTIVE. What do you wish to accomplish?

ASSIGNMENT SHEET #6

5. MAKE A DECISION. Fill in the chart below listing all possible actions that could be taken. In the columns that follow mark with (+) sign if the action is favorable. If it is unfavorable, mark with (-) sign. If it has no bearing, mark with (0).

6. TAKE ACTION. Determine final plan. Analyze information in chart and decide upon course of action to be taken. List the steps of action in the order to be carried out. Consider: What - When - Who - How - Where

7. CHECK RESULTS. After action is taken, close observation is necessary to promptly check results. What were the results?

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

ASSIGNMENT SHEET #7--SELF-EVALUATION AND SELF-IMPROVEMENT

1. Complete the checklist below.

WITH EACH OF MY EMPLOYEES, DO I:

	USUALLY	SOMETIMES	RARELY
a. Consider his/her personal wishes in making assignments?			
b. Give him/her room for individual initiative?			
c. Assign work projects and outline what I want done?			
d. Listen to his/her ideas and suggestions?			
e. Train and help him/her to do his/her job better?			
f. Keep up to date on what he/she is doing?			
g. Let him/her know when I think he/she has done a good job?			
h. Explain my criticisms and the changes I suggest?			
i. Give him/her the technical help and advice he/she needs?			
j. Let him/her make the decisions he/she should make?			
k. See to it that his/her abilities are fully used?			
l. Tell him/her what he/she must do to get ahead?			
m. Stimulate him/her to do better work?			
n. Admit my own errors?			
o. Keep him/her informed on matters affecting him/her and his/her work?			

ASSIGNMENT SHEET #7

	USUALLY	SOMETIMES	RARELY
p. Stand up for him/her, when necessary, to higher management?			
q. Make him/her feel he/she is working with, rather than for, me?			
r. Sit down and help him/her with technical problems?			
s. Try to sell his/her ideas to higher management?			
t. Give him/her competent technical help?			
u. Stick with my decisions once they are made?			
v. Use praise and positive statements to encourage good work performance?			
w. Evaluate employees objectively?			
x. Solve problems rationally?			

2. Choose one of the areas which you marked sometimes or rarely. Then fill out one of the contracts on the following page. Write your name on the first line of the contract and fill in the number of days the contract will be in effect, preferably one week or the period between these training sessions. On the line beginning BEHAVIOR write the one change you are going to work on first. On the line beginning REWARDS list one or more activities you enjoy, such as buying a new dress, baking a cake, going out for dinner, going to a sporting event, watching TV, sleeping an extra hour, or calling someone long distance. On the line beginning PENALTIES list one or more of these enjoyable activities you will give up if you do not live up to your contract. The contract is personal unless you wish to share your experiences with the others during the remaining sessions. Do not be discouraged if failure occurs occasionally. It takes a lot of discipline to break old habits.

ASSIGNMENT SHEET #7

SELF-IMPROVEMENT CONTRACT

I,_____ _____ _____, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of_____days. In return, I will receive the rewards listed below.

BEHAVIOR_____
REWARDS_____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES_____

_____
Signature

- - - -

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

	Worker	Supervisor
Full appreciation of work done	1st	8th
Feeling "in" on things	2nd	10th
Sympathetic help on personal problems	3rd	9th
Job security	4th	2nd
Good wages	5th	1st
"Work that keeps you interested"	6th	5th
Promotion and growth in company	7th	3rd
Personal loyalty to workers	8th	6th
Good working conditions	9th	4th
Tactful disciplining	10th	7th

Assignment Sheet #2

Whenever a person goes to a meeting he has a relationship to the other persons there. He sits in a special chair. The leader who knows about these chairs can do much to accommodate the people sitting in them so that he brings out the best of their potentiality.

The purpose of this assignment is to illustrate the effects of arguing, commending, or ignoring (A-C-I) the ideas of individuals in a group. Do not, however, refer to acceptance or rejection or arguing or commending. Do not say that this is a "game." Do not tell what's going to take place at this point.

After the group has listed five or six functions, say: "I would like for 'A,' 'C,' and 'I' to come with me." Take 'A,' 'C,' and 'I' out of hearing and seeing distance of the rest of the group. The rest of the group should continue to list functions.

Explain to 'A,' 'C,' and 'I' that when they go back in, each will take one function and persist and insist that his/her idea be ranked number one. Ask each to decide which idea he is going to "push" when he returns to the group. 'A,' 'C,' and 'I' should know what ideas each is going to insist upon. Their ideas should be different. When they go back to the group, they should under no circumstances help each other. If one of them gets his idea accepted in number one position, then he should take a different idea and try to get it into number two, subsequently number three, four, and five. Give 'A,' 'C,' and 'I' some time to develop a few thoughts about their ideas. Tell them that you are going to leave and go back in with the group. When the group begins to rank their ideas, then you will return and bring them in at that point. They are to stay outside until you come for them..

You go back to the group, get their attention very quickly and tell them that when 'A,' 'C,' and 'I' come back in, you want them to do something special. Tell them that you have asked 'A,' 'C,' and 'I' to each insist and persist with one function and that each is to attempt to get his function into the number one rank. When 'A,' 'C,' and 'I' come back in, group members should respond to each one differently. They should argue with everything 'A' says. They must reject all of his/her ideas. With 'C' they are to commend each of his ideas and accept whatever he/she says. No matter how meager an idea, they must nod their heads and give vocal approval and, if possible, elaborate upon his/her ideas.

They are to ignore whatever 'I' says. They should pay no attention to him/her. They may break in or interrupt and should take particular care not to look him/her in the eye when he/she is talking. Illustrate again how each of these are to be treated. Before you leave review the procedure. Whoever sits in seat 'A' is to be rejected (argue), whoever sits in seat 'C' is to be accepted (commend), and whoever sits in seat 'I' is to be ignored. The leader may have another person give the instructions to one of the groups.

When you have completed this description, bring in 'A,' 'C,' and 'I.' As you bring them in, encourage them to be very aggressive and to keep pushing their ideas regardless of what the group does.

Let the discussion continue for 10 or 12 minutes. If any of the members become unduly upset, be sure to stop the group interaction. It is not important that the group complete the ranking. The main thing is the effect of arguing or rejecting, commending or accepting, and ignoring. Immediately after stopping the group action, the leader should go over to the person in seat 'A' and say, "Did you feel rejected?" Whether the person says yes or no, the leader should say, "Well, you should have felt rejected because you were rejected. The group was told to reject the person who sat in seat 'A' and to argue with everything that he/she had to say. Would you tell us a little bit about how you felt about all this?" Then the leader, after talking with person 'A' goes to person 'I' and asks him/her how he/she felt. The leader should tell person 'I' that he/she should have felt ignored because that's what they planned to do. Did he/she feel ignored? What did it feel like? Then, go to person in seat 'C.' How did he/she like the treatment that he/she received? Then lead into a discussion based on the following questions.

1. How did 'A' know that he was being rejected?
2. How did the group show rejection toward 'A'?
3. Is it right to reject people? Can you reject the idea without rejecting the person?
4. What are some of the consequences in your group when a member is rejected?
5. Are groups rejected sometimes?
6. Why is a person accepted?
7. Does a person always deserve to be accepted?
8. How do you feel when you see another person who is being ignored?
9. Is it easier to reject a person or to ignore a person?

10. Would you rather be rejected than ignored?

11. Are more people rejected than ignored?

12. Should we consciously make an effort to accept people?

13. Should everybody have a chance to sit in seat 'C' some of the time?

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

TEST

1. Define the term *human relations*.

2. Describe a person who practices good human relations.

3. List four things that people consider important on a job.

   a.

   b.

   c.

   d.

4. Arrange in order the levels of human needs by placing a "1" in front of the most basic need, a "2" in front of the next highest level, and so on.

   _____a. Self-realization

   _____b. Attention

   _____c. Safety

   _____d. Esteem

   _____e. Physiological

5. List the things that motivate people.

   a.

   b.

   c.

6. List three ways attitudes are formed.

   a.

   b.

   c.

7. List the three sides of self.

   a.

   b.

   c.

8. List three ways people defend their self-image.

   a.

   b.

   c.

9. Select from the following list things to do on a daily basis to maintain good human relations. Place an "X" in the appropriate blanks.

   _____a. Let each worker and resident know how he/she is getting along

   _____b. Give credit where due for effort and achievement

   _____c. Save up praises until a long session can be devoted to praising an employee or resident

   _____d. Give praise of a person rather than of his/her work and actions

   _____e. Do not tell employees and residents about changes that will affect them in advance so they will not worry about the change

   _____f. Create an atmosphere of involvement

   _____g. It's not necessary to explain the reason for change

   _____h. Anticipate answers to questions about change that will probably arise

   _____i. Use other staff members, informal leaders, and older employees to help explain change

   _____j. Anticipate objections and offset them by explaining personal benefits

   _____k. Listen to employees and residents

   _____l. Make the best of each person's abilities

   _____m. Treat employees and residents as individuals

10. Match the levels of performance on the right to descriptions of each by placing the appropriate numbers in the blanks.

_____a. Top limit of intelligence and physical ability; person lives for his/her work

_____b. Minimum acceptable performance, poorest quality of work, negative attitude, breaking of rules

_____c. Determined by quality of supervision, interest, motivation, direction, incentives, and understanding of jobs

1. Firing line
2. Actual performance line
3. Maximum performance line

11. List ways to keep workers above the firing line and headed toward the maximum performance line.

a.

b.

c.

d.

12. Select from the following list correct statements about how to give orders, instructions, and directions. Place an "X" in the appropriate blanks.

_____a. Ask politely for the orders to be repeated

_____b. Give examples and demonstrations

_____c. Provide a lot of details

_____d. Give complete information, including who, what, when, where, and why

_____e. Give the standard of excellence needed

_____f. State information in a negative manner

13. Select from the following list statements about how to correct workers' mistakes. Place an "X" in the appropriate blanks.

_____a. Avoid criticism if at all possible

_____b. Make remarks general

_____c. Relate criticism only to the job or activities which affect job performance

_____d. Use the sandwich effect by saying something positive about person's work, giving criticism factfully, and ending with more sincere praise

_____e. Reinforce criticism by giving it in public

_____f. Single out individuals for criticism in staff meetings

14. List four characteristics of workers with problems.

a.

b.

c.

d.

15. Select from the following list statements which describe the types of nursing center supervisors who cause employees to worry. Place an "X" in the correct blanks.

_____a. Those who think it is good to require a little more than an employee can achieve

_____b. Those who praise an employee for doing a good job

_____c. Those who think it is better to constantly hold the threat of layoff over an employee's head

16. Select from the following list ways to relieve common worries among nursing center employees. Place an "X" in the correct blanks.

_____a. Set aside a specific time to consider the problem

_____b. Suggest the worried person discuss the problem with a trusted impartial observer

_____c. Suggest the worker get information and assistance.

_____d. Suggest the worker do something active

_____e. Threaten to fire the employee if he/she does not straighten up

_____f. Build rapport with the worried employee

_____g. Listen

17. List four common errors in objectively evaluating employees in nursing centers.

a.

b.

c.

d.

18. Select from the following list correct statements about the informal organization found in nursing centers. Place an "X" in the appropriate blanks.

_____a. Informal leaders are usually the same persons as the supervisor in the formal organization

_____b. Supervisors should learn to use informal organizations

_____c. Informal organization serves as a place for potential formal leaders to develop

_____d. Informal organization provides social outlets for workers

_____e. Informal organization serves as a communications channel

_____f. Informal organization can be harmful if the informal group rejects some workers

19. Arrange in order the steps in problem solving by placing a "1" in front of the first step, a "2" in front of the second step, and so on.

_____a. Take action

_____b. Determine the objective

_____c. Get the facts

_____d. Recognize the problem

_____e. Weigh the facts

_____f. Make a decision

_____g. Check results

20. Conduct a self-evaluation to begin a course of self-improvement in working with people, evaluating employees, and keeping workers near their maximum performance level.

(NOTE: If this activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

GETTING ALONG WITH PEOPLE IN NURSING CENTERS
UNIT I

ANSWERS TO TEST

1. Day-by-day contacts that people have with one another and the resulting degree of satisfaction or dissatisfaction that these contacts produce; working well with people

2. Description should include:

   a. Gets along with people

   b. Understands people

   c. Is able to analyze people's actions

   d. Understands the affect that people have on one another as individuals and as groups

   e. Sees things from the other person's point of view

   f. Has satisfactory contacts with people

   g. Makes the best use of human resources as a supervisor

3. Any four of the following:

   a. Tactful disciplining

   b. Full appreciation of work done

   c. Good working conditions

   d. Feeling "in" on things

   e. Personal loyalty to workers

   f. Sympathetic help on personal problems

   g. Job security

   h. "Work that keeps you interested"

   i. Promotion and growth in company

   j. Good wages

4. a. 5
   b. 3
   c. 2
   d. 4
   e. 1

5. a. Level of human need
   b. Whatever gives the greatest reward
   c. Praise of the person's good work and actions

6. Any three of the following:
   a. From specific experiences
   b. From imitation of attitudes of people we look up to
   c. From rejection of attitudes of people we look down on
   d. From groups with which we identify
   e. From planned efforts to influence attitudes
   f. Through study, research, and analysis
   g. By jumping to conclusions

7. a. Way we see ourselves
   b. Way others see us
   c. Way we actually are

8. Any three of the following:
   a. Rationalization
   b. Compensation or overcompensation for weaknesses
   c. Blaming others for own faults, weaknesses, or thoughts
   d. Attention-getting by being different or causing disturbances
   e. Day dreaming
   f. Aggressive feelings toward others

9. a, b, f, h, i, j, k, l, m

10. a. 3

    b. 1

    c. 2

11. a. Pressure

    b. Pay

    c. Recognition

    d. Training

12. a, b, d, e

13. a, c, d

14. Any four of the following:

    a. Sudden change in behavior

    b. Irritability

    c. Preoccupation

    d. Increased accidents

    e. More absences

    f. Increased fatigue

    g. Too much drinking

    h. Increased absenteeism

    i. Slow down in work

15. a, c

16. a, b, c, d, f, g

17. Any four of the following:

    a. Personal feelings

    b. Recency of an occurrence

    c. Seriousness of the results of an improper action

d. Isolation of employees

e. Halo effect

f. Tendency to see what we want to see

g. Squeaking wheel

h. Talking a good game

18. b, c, d, e, f

19. a. 6

b. 4

c. 2

d. 1

e. 3

f. 5

g. 7

20. Evaluated to the satisfaction of the instructor

SUPERVISION IN NURSING CENTERS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to select from a list true statements about management functions, styles of leadership, the principles of delegation, statements about preventive and corrective discipline, psychological changes in an elderly person, and personal qualities desired of persons providing care for geriatric patients. He/she should also be able to list ways to insure good morale, control waste, and overcome boredom on the job. He/she should be able to arrange in order the steps to using time wisely. The student should conduct a self-analysis of his/her supervisory capabilities. This knowledge will be evidenced by a score of eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with supervision to the correct definitions.
2. List the purposes of studying supervision in nursing homes.
3. Name the common goals of all nursing centers.
4. Explain in writing how management is both an art and a science.
5. Select from a list true statements about common management functions.
6. Select from a list characteristics of various styles of leadership.
7. Select from a list statements that are characteristic of a good leader.
8. List common responsibilities of nursing center supervisors.
9. List things to avoid when delegating responsibility.
10. Distinguish between those responsibilities which cannot be delegated and responsibilities which can be shared with others.
11. Select from a list the principles of delegation.
12. List the reasons why some supervisors fail to delegate.
13. List ways a nursing center supervisor can insure good morale.

14. List areas of waste that can be controlled.

15. Select from a list true statements about preventive discipline.

16. Select from a list things that will prevent the need for corrective discipline.

17. Select from a list statements about how to best administer corrective discipline when needed.

18. List indications of poor cooperation.

19. List causes of poor cooperation.

20. List ways to increase cooperation in a nursing center.

21. Select from a list psychological changes in an elderly person.

22. Select from a list personal qualities desired of persons providing care for geriatric patients.

23. List ways to overcome boredom on the job.

24. Arrange in order the steps to using time wisely.

25. Conduct a self-analysis of your supervisory capabilities.

SUPERVISION IN NURSING CENTERS
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

A. Give pretest using objective sheet.

B. Order, rent, or borrow films and filmstrips.

C. Provide student with objective sheet.

D. Provide student with information and assignment sheets.

E. Review Maslow's hierarchy of needs, steps in problem solving, and how to give orders and instructions from the unit "Getting Along with People in Nursing Centers" if necessary.

F. Discuss related information as needed, such as memory training and absenteeism rules.

G. Make transparencies.

H. Discuss unit and specific objectives.

I. Discuss information and assignment sheets.

J. Give test.

K. Reteach if necessary.

L. Test again until minimum standard is reached.

II. Student:

A. Read objective sheet.

B. Study information sheet.

C. Take notes.

D. Complete assignment sheets.

E. Take test(s).

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Leadership
2. TM 2--Functions of Management: Planning, Organizing
3. TM 3--Nursing Center Organization Chart
4. TM 4--Functions of Management: Controlling, Motivating, Coordinating
5. TM 5--Leadership Styles: Autocratic, Democratic, Free-Rein
6. TM 6--"The Boss Sure Is a Bear Today!"
7. TM 7--Value of a Smile

D. Assignment sheets

1. Assignment Sheet #1--Management Functions: Organizing
2. Assignment Sheet #2--Management Functions: Motivating
3. Assignment Sheet #3--What's My Style: Autocratic-Democratic
4. Assignment Sheet #4--Leadership Development
5. Assignment Sheet #5--Training Responsibilities
6. Assignment Sheet #6--Discipline
7. Assignment Sheet #7--Managing Your Time
8. Assignment Sheet #8--Self-Analysis of Supervisory Capabilities

E. Answers to assignment sheets

F. Test

G. Answers to test

II. Reference--*Principles of Supervision.* Stillwater: Oklahoma State Department of Vocational and Technical Education.

III. Other references:

A. Birchenall, Joan, and Streight, Mary E. *Care of the Older Adult.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1973.

B. Brunner, Lillian S., and Suddarth, Doris S. *Textbook of Medical-Surgical Nursing.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1975.

C. Johnston, Dorothy F. *Total Patient Care.* St. Louis, Missouri: The C. V. Mosby Company, 1972.

D. O'Brien, Maureen J. *The Care of the Elderly Person.* St. Louis, Missouri: The C. V. Mosby Company, 1975.

E. Thompson, Ella M., and Rosdahl, Caroline. *Textbook of Basic Nursing.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1973.

IV. Other materials:

A. Films

1. "Adventure in Maturity." International Film Bureau, 322 South Michigan Avenue, Chicago, Illinois 60604.

2. "Retire to Life." International Film Bureau.

3. "There Is a Way." National Medical Audiovisual Center Annex.

4. "The Vigil of Jenny Fay." Connecticut State Department of Health, Public Health Education Section, 79 Elm Street, Hartford, Connecticut 06115.

5. "Place to Live." Connecticut State Department of Health.

(NOTE: The above films are available to Oklahoma instructors from the Oklahoma State Department of Education.)

6. "Ready for Edna." Public Health Service. National Medical Audiovisual Center Annex, Station K, Order Desk, Atlanta, Georgia 30334.

7. "Old Man Young." American Medical Association Film Library. % Association Sterling Films, 512 Burlington Avenue, LaGrange, Illinois 60525.

B. Filmstrips

1. "Personal Care in Long-Term Illness." Trainex Corporation, Box 116, Garden Grove, California 92642.

2. "Positioning to Prevent Contractures." Trainex Corporation, Box 116, Garden Grove, California 92642.

3. "Range of Motion Exercises." Trainex Corporation, Box 116, Garden Grove, California 92642.

SUPERVISION IN NURSING CENTERS
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Manager--Person who directs and controls specific duties within a business to help the business reach its goals

B. Supervisor--Person responsible for the work of others

(NOTE: All supervisors are managers but not all managers are supervisors.)

C. Morale--Confident, aggressive, often buoyant spirit of wholehearted cooperation in a common effort

D. Group morale--Collective morale of the individuals in the group

Example: If the majority of the individuals have high morale, the group morale is high

E. Discipline--Control of people in such a way as to insure satisfactory job performance

(NOTE: If the supervisor does not plan to practice preventative measures then discipline becomes merely administering punishment.)

F. Leadership--Ability to get a person to do what you want, when you want it done, in the way you want it done, because he/she feels like he/she wants to do it (Transparency 1)

II. Purposes of studying supervision in nursing centers

A. Help the first-line supervisor realize that he/she is a key person in the management structure

B. Give the supervisor a more complete picture of his/her responsibilities in the organization of the company

C. Review the fundamental principles of management and supervision in nursing centers

D. Discuss the most effective way to work with people in nursing centers

E. Broaden the supervisor's concept of the nursing center's goals

INFORMATION SHEET

III. Common goals of all nursing centers

A. Provide services needed by each resident of the nursing center

B. Operate the nursing center profitably

(NOTE: If any business does not operate at a profit it will soon cease to function, investors will not receive compensation, new equipment cannot be purchased, and employees wages cannot be paid.)

IV. Management as both an art and a science

(NOTE: Management is getting things done through people; it is both an art and a science.)

A. It is an art because there are no rules that will always apply and forego the necessity of using common sense and judgement

B. It is a science because there is an ever-increasing amount of knowledge about management that can help improve one's ability to manage

V. Common management functions

A. Planning--Deciding on methods or arrangements to achieve the company's goals (Transparency 2)

Example: Time schedules, calendars, records

(NOTE: There are many advantages to proper planning, including saving time on other management functions; easier coordination within the work group, with other supervisors, and other management; more effective coordination; easier delegation of responsibilities and authority; more favorable response of workers; and more economic use of manpower and supplies.)

1. Involves deciding as specifically as possible what tasks are to be done

2. Involves deciding when it is to be done

Example: The goals are to be accomplished by a certain specific date

3. Involves deciding where the task is to be accomplished

4. Involves deciding how it is to be done

INFORMATION SHEET

5. Involves deciding who is to do the task

   Example: Who is the most qualified and available

6. Involves deciding on why it is to be done and communicating that information to employees so they may see their role in the total structure

B. Organizing--Developing the parts of the organizational structure into a unified whole (Transparencies 2 and 3, Assignment Sheet #1)

   Example: Equally distributing the work load and responsibility, establishing a line of authority with a minimum of overlap or duplication of effort, developing an attitude of teamwork, providing proper working conditions, establishing definite responsibilities so each employee will know what is expected of him/her

   1. An employee should not be assigned a routine job that requires him/her to do the same operation over and over for a full working day

      (NOTE: Monotony causes dissatisfaction, accidents, and poor quality work.)

   2. An employee should not be assigned too great a variety of tasks in a given work period

      (NOTE: Too many tasks confuses a worker and makes him/her feel overworked.)

   3. Work assignments should contain no less than four and not more than twelve tasks as a rule of thumb

C. Controlling--Guiding the people, processes, and standards in a way that will insure the achievement of the company's goals within a specific time frame (Transparency 4)

   (NOTE: This is one management function that cannot be delegated.)

   Examples: Conducting periodic checks on progress; correcting, rewarding and making adjustments when necessary; keeping everyone conscious of providing quality service

D. Motivating--Activating or moving people (Transparency 4, Assignment Sheet #2)

INFORMATION SHEET

1. People are motivated by their level of need

   Example: Maslow's hierarchy of needs

2. People are motivated by whatever gives the greatest reward

   (NOTE: Sometimes people do things even though they will be punished because subconsciously they are rewarded by the attention they receive.)

   Examples: Patient dumps food on self, patient complains about food, patient tells relatives that he/she is treated badly

3. People are motivated by praise of the person's work and actions

   Example: "Great," "I like that," "That's interesting," "Good thinking," "Thank you," Good job," "That's right"

   (NOTE: For some reason, praise of a person, such as "You're such a wonderful young man," often makes a person feel guilty because he knows he's not as wonderful as all that.)

4. People are motivated by the delegation of responsibility to them

5. People are motivated by involvement in the planning and goal setting of the department or the entire nursing center

E. Coordinating--Getting the right people, materials, and equipment to the right place at the right time (Transparency 4)

   Examples: Setting priorities; relating to other supervisors, employees, nursing center residents, and the resident's families; communicating policies and their changes; conducting staff meetings and conferences; writing bulletins and memos

VI. Styles of leadership (Transparency 5, Assignment Sheet #3)

(NOTE: The most successful leader uses all three types of leadership, depending on the circumstances and the people involved. The person who uses only one style will have trouble, due to the individual differences of the people in the work group. Certain personalities seem to require different types of leadership.)

INFORMATION SHEET

A. Autocratic

(NOTE: This style is used best with aggressive, hostile, or insecure persons or in a binding situation.)

1. Does all the planning, organizing, controlling, and coordinating by himself/herself

2. Gives more emphasis to getting the job done than to the feelings of others

3. Is characterized by close supervision

B. Democratic

(NOTE: This style is used best with aggressive, cooperative persons. It works well with established employees and methods. It will work well when reports have been favorable.)

1. Shows consideration for employees and residents

2. Listens to and uses good ideas from employees

3. Is characterized by general supervision

4. Defines goals and lets co-workers use their judgement about how to do the job to some extent

5. Checks with the co-workers periodically to reward and/or make necessary corrections

6. Requires the supervision to know his/her co-workers well enough to know when the democratic style of leadership can be used

C. Free rein

(NOTE: This style is used best with aggressive, cooperative, individualistic persons.)

1. Passes on information and directions from higher authority

2. Depends entirely on the other employees to get the job done

VII. Characteristics of a good leader (Assignment Sheet #4)

(NOTE: A leader may or may not have authority.)

A. Earns respect from co-workers

INFORMATION SHEET

B. Creates confidence in his/her ability to do a job well

C. Is people-oriented

D. Spends most of his/her time supervising rather than doing the same thing his/her subordinates do

E. Has a pleasing personality

(NOTE: People will do more for a person who is easy to get along with than for one who is grouchy and hard to talk to.)

F. Relates well with his/her superiors

G. Is loyal to both subordinates and superiors

H. Assumes responsibility; does not "pass the buck"

I. Considers all sides of a problem and makes a decision in an orderly manner

J. Can give orders clearly and concisely

K. Is accepted by his/her group while maintaining the psychological distance that is necessary between the supervisor and other employees

L. Will admit if he/she does not know all the answers but will make an effort to get answers for employees

M. Will not play favorites among employees

VIII. Common responsibilities of nursing center supervisors

A. Get the job done

B. Guarantee safety of employees and residents

C. Take care of the physical welfare of employees and residents

D. Keep up morale of employees and residents

E. Train new employees

Examples: Vital signs; changing bed; bed baths; proper body mechanics to move residents; taking CNA, acid tests, and clinitest; feeding residents; intake and output

INFORMATION SHEET

F. Keep accurate reports and records

Example: Individual resident charts

G. Cooperate with higher administration, other departments, and co-workers

H. Maintain discipline

IX. Things to avoid when delegating responsibility

A. Conflicting orders

B. Too close supervision

C. Duplicated effort

D. Useless assignments

E. Shouting orders and commands

F. Delegation without authority

G. Delegation that is not clear

Examples: Was the delegation to an individual, a group, or a committee?
What are the limits of the new responsibilities?

H. Delegation to unqualified persons

I. Delegation where failure could be very costly or dangerous

X. Responsibilities which cannot be delegated and responsibilities which can be shared with others

A. Responsibilities which cannot be delegated

1. Control of employees

Example: Smoking on the job instead of working

2. Discipline

3. Responsibility for safety

(NOTE: Accidents cost the nursing center in insurance rates, lost time, retraining costs, damaged equipment, and wasted supplies. Safety is best accomplished by knowing the various jobs, the workers and residents, and good housekeeping.)

INFORMATION SHEET

4. Morale

5. Handling grievances

Example: Unfair patient assignments

B. Responsibilities which can be shared with others

1. Accident prevention

Examples: Placing side rails on bed or putting constraints on a patient to prevent falling, administering oxygen

2. Quantity and quality of work

3. Cost reduction

Example: Only changing linens that need changing

4. Training

5. Cooperation and teamwork

XI. Principles of delegation

A. Authority must be delegated along with responsibility

B. There must be no overlapping of authority for the delegated task

C. Authority should be delegated to the lowest level possible

D. Authority limitations should be defined

XII. Why some supervisors fail to delegate

A. Fear that they will lose control

B. May not know management principles

C. Failure to train subordinates to accept authority and responsibility

D. No confidence in employee's ability

E. May honestly overlook an opportunity to delegate authority and to involve the other nursing center employees

F. May unconciously be opposed to change

INFORMATION SHEET

XIII. Ways a nursing center supervisor can insure good morale

A. Set a good example with the right attitudes and actions

B. Strive for the goal he/she wants the group to achieve

C. Sell good morale to the group

XIV. Areas of waste that can be controlled

A. Ineffective use of time

Example: Unnecessary movement of personnel and materials; duplicate operations; waiting for equipment, materials, or supplies; waiting for instructions; instructions that are misunderstood

B. Manpower waste

Examples: Accidents, poor planning or lack of planning, poor organization, poor training, deliberate restriction of work by employees, failure to inform

C. Improper handling of supplies, equipment, and materials

D. Poor use of employees' abilities

Examples: Poor training procedures, failure of employees to learn necessary skills, poor health, lack of willingness to cooperate, failure to learn and follow established standards, accidents

E. Wasted utilities

XV. Preventive discipline (Assignment Sheet #5)

A. Orientation training

1. Importance and meaning of policies and rules explained

2. Expected quality and quantity of work explained

3. Company information given

4. Safety rules, benefits, wages, and hours explained

B. Job training--Information and skills explained and demonstrated

C. Cooperation training

1. Importance of teamwork is stressed

2. How to give and to get help is explained

INFORMATION SHEET

XVI. Things that will prevent the need for corrective discipline

A. Train by setting a good example

B. Be present when you should be there

C. Treat employees fairly

D. Practice good communications

E. Check on things as often as necessary

F. Keep good, accurate records

G. Work with causes, not just symptoms

H. Practice awareness; know what is going on and how the employee feels, as well as what he/she says

I. Look for signs of employee discontent

XVII. Administering corrective discipline (Assignment Sheet #6)

A. Do not act when angry (Transparency 6)

B. Be sure the discipline is deserved by getting all the facts from all sides

C. Be strict but fair

D. Reprimand privately

E. Do not be sarcastic

F. Do not ridicule

G. Inform employees of your discipline policy

H. Call even minor infractions to the employee's attention

I. Do not abuse authority

J. Avoid too rigid rules

K. Explain why rules and regulations exist

L. Do not rule by fear

M. Act only within your authority

INFORMATION SHEET

XVIII. Indications of poor cooperation

A. Poor quality work

B. Low quantity work

C. Lack of interest

D. Bottlenecks in the work flow

E. Too much griping

F. Not following orders

G. Loafing and/or wasting time

H. High rates of accidents

I. High rate of turnover

J. Damaged equipment and ruined supplies

K. Poor housekeeping

L. "Passing the buck"

M. Confusion

N. Low morale

O. Loss of business

P. Schedule mix-ups

XIX. Causes of poor cooperation

A. Need for supervisory training

B. Lack of communication

C. Resentment

D. Poor scheduling or securing of equipment and supplies

E. Poor order-giving

F. Supervisor too busy or not on job

Example: Continues to work charts when doctors and families arrive

INFORMATION SHEET

G. Lack of interest in others

H. No recognition given

I. Lack of backing by supervisor

J. Lack of confidence in employees

K. Poor understanding of common goals

XX. Ways to increase cooperation

A. Be considerate

B. Distribute work properly

C. Delegate authority and responsibilities properly

D. Set a good example

XXI. Psychological changes in an elderly person

A. Ability to learn remains good in most elderly people although there is a decline in speed and comprehension

B. Loss of memory for recent events is characteristic

C. Feeling of dependence upon family or nursing personnel may cause resentment in the nursing center resident

D. Many adjustments are necessary

Examples: Death of spouse and peers; retirement and reduced income; disengagement and alienation of family and friends; adjusting to depleted physical energy and a gradually deteriorating body; loss of a limb or its use due to stroke, trauma, or disease

E. Isolation and/or separation from others tends to decrease the older person's desire and ability to remain active and alert

F. Poor nutrition complicates and exaggerates other disorders and decreases mental acuity

XXII. Personal qualities desired of persons providing care for geriatric patients

(NOTE: This list is adapted from *The Care of the Elderly Person* by Maureen J. O'Brien.)

A. Helps the nursing center resident live with dignity

INFORMATION SHEET

B. Helps the resident keep in touch with reality

Example: Repeats names, dates, and time frequently to resident

C. Keeps informed about current practices by reading professional magazines and then shares the readings with others

Examples: *RN, Nursing, American Journal of Nursing,* and *Nursing Care* magazines

D. Maintains a positive but realistic attitude

E. Shows concern for all residents encountered as well as those specifically assigned to your care

F. Avoids punishing a resident for not performing in a desired manner

Example: Do not punish a resident with palsey who spills things; do not take away television privileges because you do not like a resident's actions

G. Provides for privacy

H. Provides for individualism

Example: Individual door decorations; bath and bed schedules to which the resident is already accustomed; avoiding routines for the residents just so the employees can finish their work and then do their own thing

I. Makes the center more "home-like" and less "institutionalized" as possible

J. Calls the resident by the name he/she prefers

(NOTE: Do not use "Pops" or "Granny.")

K. Realizes that touching becomes more important as the senses of sight and sound decrease

L. Assists the residents willingly and at their own pace

(NOTE: The elderly require more time to do even the simplest tasks.)

M. Helps the residents cope with their limitations while at the same time encouraging them to do as much as they can

N. Assumes responsibility for own errors

INFORMATION SHEET

O. Realizes that the intolerant behavior of elderly persons is often the only way they can assert independence

P. Suggests several alternative ways of acceptable behavior instead of forcing the residents to always conform

Q. Is aware that behavior in geriatric patients can sometimes be changed over time

R. Considers each resident as a unique person with strengths and weaknesses

S. Treats residents as adults as much as possible

T. Avoids criticism or ridicule of an elderly person's views which may be much different from today's viewpoints

U. Recognizes that the elderly person has had to go through many changes during a lifetime

V. Permits the residents to share their feeings and fears

Example: Housekeeper can be a good listener while changing beds; dying patients go through a stage of needing to talk about death so they can accept the reality of dying

W. Realizes that you have become a part of the patient's world and even a member of the patient's family in many instances

X. Provides the kind of loving care that you would want for your loved ones and yourself

Y. Realizes that some resident's families react to nursing center personnel out of a variety of feelings and concerns

Example: Guilt, a lack of understanding, social pressures

Z. Realizes the value of a smile (Transparency 7)

XXIII. Overcoming boredom on the job

A. Find things to do, always keeping busy

(NOTE: You may need to ask for additional duties.)

B. Try to do things in a different but efficient way

C. Look at the job or task objectively

(NOTE: People have a tendency to idolize other people and their positions while overlooking opportunities for improvement in themselves and in their position.)

INFORMATION SHEET

XXIV. Using time wisely (Assignment Sheet #7)

A. List things to be done during the day

B. Arrange the list in priorities

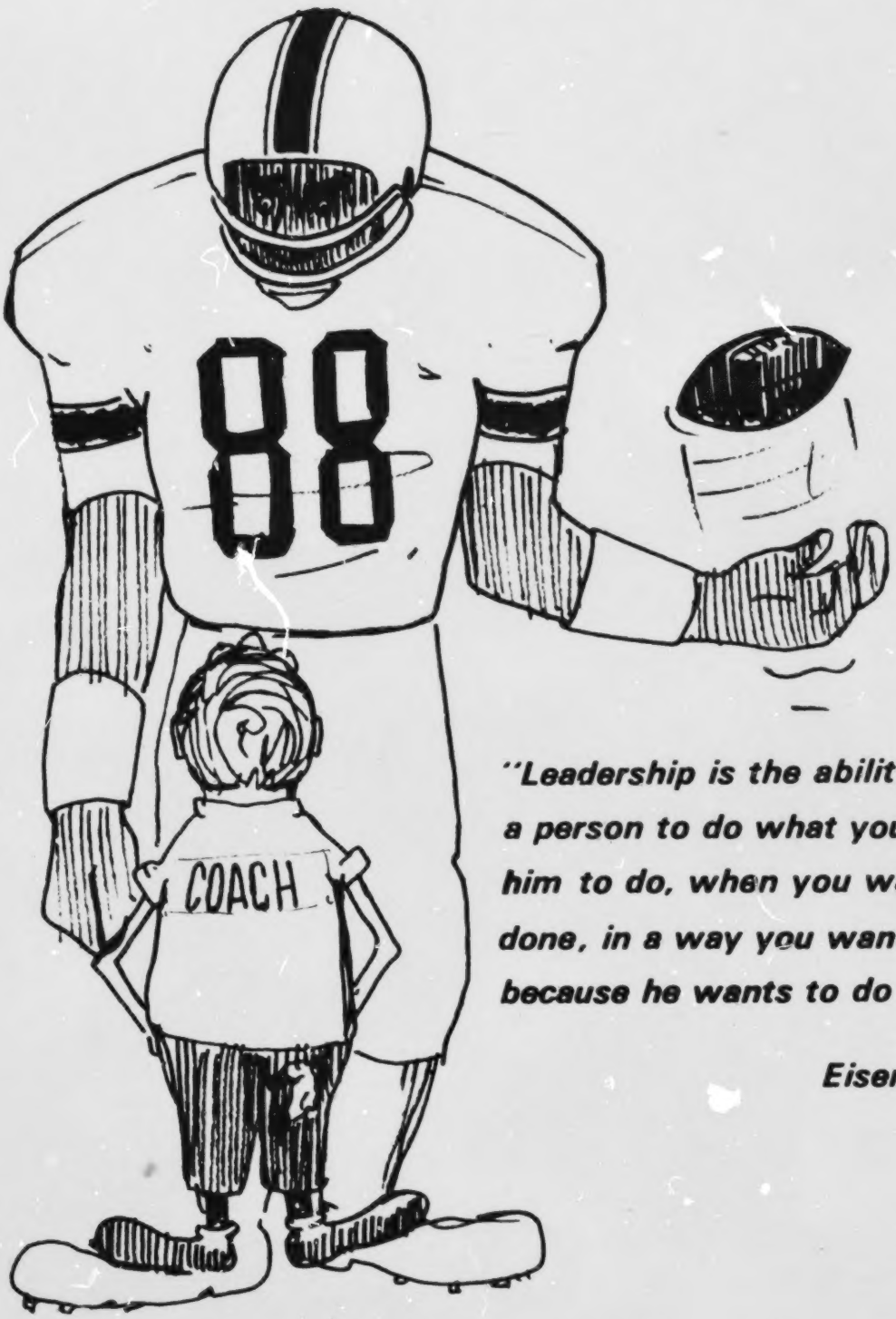
(NOTE: It is sometimes helpful to place items first which are hard to accomplish.)

C. Do the task in the order on the list

D. Do not be discouraged if not all items are finished during the day

(NOTE: At least the most important items will have been accomplished first.)

Leadership



"Leadership is the ability to get a person to do what you want him to do, when you want it done, in a way you want it done, because he wants to do it."

Eisenhower

Functions of Management

planning

organizing

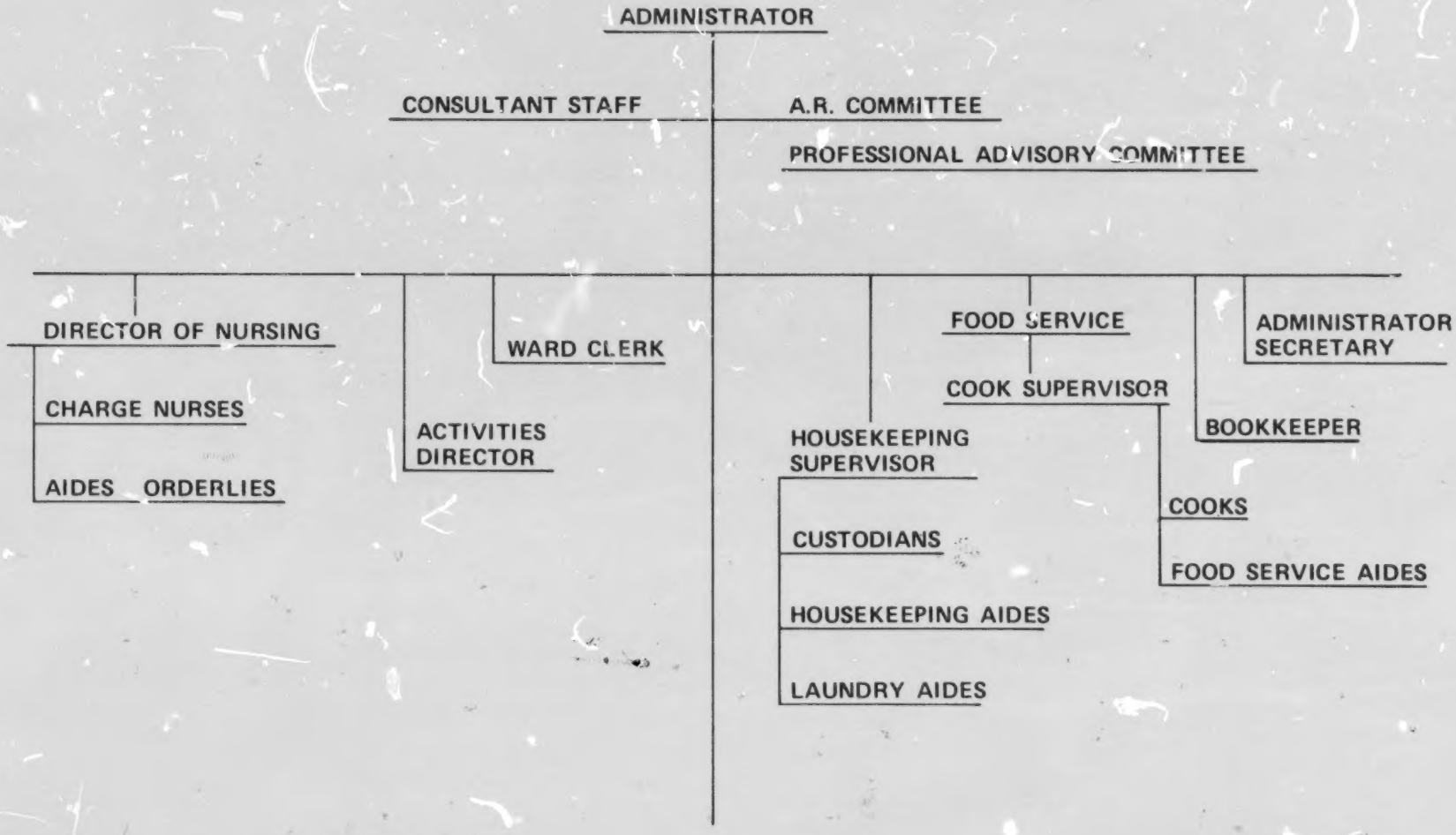
TM 2

106

107

105

Nursing Center Organizational Chart



Functions of Management

controlling
motivating
coordination

TM 4

110

111

Leadership Styles

autocratic

democratic

free-rein

"The Boss Sure Is a Bear Today!"

113

Value of a Smile

. . . the LPN pin is okay but the fraternity pin and smile button have to go

SUPERVISION IN NURSING CENTERS
UNIT II

ASSIGNMENT SHEET #1--MANAGEMENT FUNCTIONS: ORGANIZING

Read the following statements that have to do with the supervisor. React to each statement by voting yes or no. Be prepared to discuss the reasons for your reactions.

1. Authority and responsibility are the same thing. YES_____NO_____

2. A supervisor is obliged to explain his/her duties and the limits of his/her authority to the employees or he/she cannot expect their wholehearted cooperation. YES_____NO_____

3. The open door policy is completely contrary to good organizational principles. YES_____NO_____

4. An employee should be required to take orders from several supervisors if they are all responsible for the same job. YES_____NO_____

5. No one will long continue to work at a useless task even though the pay is good. YES_____NO_____

SUPERVISION IN NURSING CENTERS
UNIT II

ASSIGNMENT SHEET #2--MANAGEMENT FUNCTIONS: MOTIVATING

Read the following statements that have to do with human relations or motivation of the individual. React to each statement by voting yes or no. Be prepared to discuss the reasons for your reactions.

1. Withholding promotion or retaining a good employee at his/her present level is often justified if, in your estimation, he/she may not be as valuable in some other department. YES_____NO_____

2. In the productive efforts of an employee, skill is more important than his/her mental attitude. YES_____NO_____

3. In selecting employees for overtime assignments, we should pick those most deserving even though it might appear that we are being partial. YES_____NO_____

4. An employee who fails to do a reasonable amount of quality work should be reprimanded; if he/she fails to improve, he/she should be discharged. YES_____NO_____

5. When a promotion is made, a full explanation stating reasons should be given to all others who may feel that they were in line for the job. YES_____NO_____

6. Transferring an employee as many times as necessary to give him/her a chance to adjust himself/herself is justified because of our investment in him/her. YES_____NO_____

SUPERVISION IN NURSING CENTERS
UNIT II

ASSIGNMENT SHEET #3-WHAT'S MY STYLE: AUTOCRATIC - DEMOCRATIC

Read through the following statements concerning how you view the job of supervising. In each of the cases, select the ONE statement that you feel best describes your own personal approach to supervision.

1. How People Act in the Organization (Check one):

   a. People are unconcerned about and even resistant to the needs and objectives of the company.

   b. People are concerned about company needs and objectives, but past experiences in an organization may cause them to act as if they are resistant to working toward company goals and objectives.

   c. People are not generally resistant to company needs but do have a natural tendency to be disinterested in most company goals and objectives.

2. Supervising People in the Organization (Check one):

   a. The supervisor's task is to arrange conditions in his/her department so that departmental objectives can be tailored to fit the personal goals of the people in the department.

   b. The supervisor's task is to arrange conditions in his/her department so that departmental objectives can be tailored to fit the personal goals of the people in the department.

   c. The supervisor's task is to direct, control, and motivate the people in his/her department so that their behavior will fit the needs of the company.

3. Motivation and the Behavior of People in the Organization (Check one):

   a. The motivation, the potential for development, the capacity for assuming responsibility, and the readiness to direct their behavior toward the goals of an organization are all present in people. The supervisor doesn't put them there. It's the supervisor's job to stimulate people to recognize and develop these characteristics for themselves.

   b. The supervisor takes the people in his/her unit and, through motivational methods, instills in them the capacity to assume responsibility, the willingness to develop, and the readiness to direct their behavior toward the goals of the business.

   c. Supervisors use a method of "rewards and punishments" to lead people and through these methods motivate them to assume responsibility and work toward organizational goals.

ASSIGNMENT SHEET #3

4. Organizing Resources in a Business (Check one):

   a. Management is responsible for organizing the key elements of any productive business--money, materials, equipment, and people--in the interest of the people that are employed by the business.

   b. Management is responsible for organizing the key elements of any productive business--money, materials, equipment, and people--to bring optimum financial benefit to the business.

   c. Management is responsible for organizing the key elements of any productive business--money, equipment, and people--with the purpose of maintaining the present status of that enterprise in the business world.

SUPERVISION IN NURSING CENTERS
UNIT II

ASSIGNMENT SHEET #4--LEADERSHIP DEVELOPMENT

Read the following statements that have to do with leadership development. React to each statement by voting yes or no. Be prepared to discuss the reasons for your reactions.

1. Each employee should be given an opportunity to register his/her gripes anonymously. YES____NO____

2. We are responsible for the mental and physical well-being of our employees both off and on the job. YES____NO____

3. It is better to make a decision even though it be wrong than to make no decision at all. YES____NO____

4. Having made a decision, we should stick with it even though we later recognize that it was a poor one, provided the consequences are not too serious. YES____NO____

5. The supervisor who gets more than his/her share of the criticism generally is the one doing the best job and getting the most done. YES____NO____

6. A supervisor should tactfully refuse any invitation to attend birthday parties or other social functions of individual employees under his/her supervision. YES____NO____

7. Making salary advances and small loans are annoying, and employees should be advised to take up their financial problems with banks or loan companies. YES____NO____

8. An employee is justified in bypassing his/her immediate supervisor if the supervisor fails to satisfactorily handle the employee's grievances. YES____NO____

SUPERVISION IN NURSING CENTERS
UNIT II

ASSIGNMENT SHEET #5--TRAINING RESPONSIBILITIES

These statements were designed to present common problems of supervision involving a principle, philosophy, or job knowledge in such a way that they can be logically answered either way. This is intended to bring about discussion involving experience, points of view, opinions, and knowledge in the handling of people on their jobs.

1. The training of employees should be delegated to those having the greatest job skill, thereby relieving the supervisor of his/her responsibility for the training of new employees. YES_____NO_____

2. If considerable time is spent in training an understudy, we are justified in discouraging his/her acceptance of a better job in another company. YES_____NO_____

SUPERVISION IN NURSING CENTERS
UNIT II

ASSIGNMENT SHEET #6--DISCIPLINE

Read the following statements that have to do with the supervisor. React to each statement by voting yes or no. Be prepared to discuss the reasons for your reactions.

1. The automatic employee resentment for unusually restrictive rules can be overcome by explanation although the rules appear to have been established arbitrarily or without purpose. YES____NO____

2. The threat of dismissal is one of the most frequently used means to gain compliance. YES____NO____

3. A supervisor who constantly fails to get along with people should be replaced regardless of his/her technical ability or value to the company. YES____NO____

4. Rules can be made applicable to all employees regardless of individual differences. YES____NO____

5. Public censure of an employee can be justified if his/her behavior calls for such action, particularly if it will serve as an example to others. YES____NO____

6. Excessive drinking, gambling, or other bad habits require supervisory control, even though they may be practiced by employees on their own time. YES____NO____

SUPERVISION IN NURSING CENTERS
UNIT II

ASSIGNMENT SHEET #7--MANAGING YOUR TIME

Estimate the time spent on various activities during a typical day: sleep, grooming, knitting work, eating, watching TV, visiting with friends, talking on the telepho[illegible]. The estimate of the number of hours need not be exact but should add up to 24 hours. After you have completed the time circle, ask yourself if you can better use your time and how.

SUPERVISION IN NURSING CENTERS
UNIT II

ASSIGNMENT SHEET #8--SELF-ANALYSIS OF SUPERVISORY CAPABILITIES

The U.S. Department of Labor has compiled the following checklist of the qualities or attributes which a good supervisor should possess. Check the following blanks which you feel describe you. The instructor will next give the same questions to one of your peers without you knowing who has your assignment sheet. Your peers will rate you as they see you and then return their ratings to your instructor to be returned to you again for analysis.

		Your Own Rating	The Way Others See You
1.	Knows his/her own job thoroughly		
2.	Is a good worker as well as a good supervisor and understands all the jobs he/she supervises		
3.	Has leadership ability rather than "drivership"		
4.	Explains not only how but also why things should be done		
5.	Gives orders clearly and in a friendly fashion		
6.	Doesn't shout or yell		
7.	Makes sure his/her instructions are understood		
8.	Possesses the foresight to plan and delegate work in advance		
9.	Keeps the employees busy without driving them		
10.	Assigns work fairly		
11.	Maintains consistent standards of conduct, performance, and quality		
12.	Keeps up with each person's work		
13.	Judges employees honestly and on merit only		
14.	Lets each employee know "where he/she stands"		

ASSIGNMENT SHEET #8

		Your Own Rating	The Way Others See You
15.	Appreciates and acknowledges honest effort and above-average work		
16.	Gives credit where credit is due		
17.	Is case of bad work or rejections, investigates and holds the right person responsible		
18.	Maintains discipline fairly and consistently		
19.	Does not discipline a worker in front of others		
20.	Makes the reprimand as impersonal as possible		
21.	Believes in and practices safety		
22.	Provides full and proper safety instructions		
23.	Makes sure that new or transferred employees know how to do their jobs correctly		
24.	Sees that they have all necessary equipment and materials		
25.	Makes new workers feel at home		
26.	Is liberal but consistent in his/her interpretation of company policy		
27.	Does not appease the griper or "chisel" on just complaints		
28.	Listens sympathetically to all grievances		
29.	Takes a personal interest in his/her employees		
30.	Is loyal to the persons above and below him/her		
31.	Is willing to take responsiblity		
32.	Does not "pass the buck"		

ASSIGNMENT SHEET #8

		Your Own Rating	The Way Others See You
33.	Is willing to go all the way "up the line" for his/her employees when necessary		
34.	Keeps promises		
35.	Does not promise things he/she cannot deliver and delivers as promptly as possible on all promises he/she does make		
36.	Is open-minded		
37.	Welcomes suggestions and is willing to discuss them		

SUPERVISION IN NURSING CENTERS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. NO. Authority and responsibility cannot be separated in practice, but they are nothing alike. Webster defines responsibility as that for which any one is responsible or accountable. Responsibilities are also referred to as duties.

   Authority is the power to carry out responsibilities. The supervisor's authority gives him/her the right to make decisions and to exercise the necessary discipline over the employees assigned to help carry out these responsibilities.

   Authority and responsibilities are usually handed down through the organizational "chain of command." That is, the supervisor receives his/her authority and responsibilities from his/her immediate boss, and his boss, in turn, has received his authority and responsibilities from the next higher level. Thus it goes, on up to the president of the company who receives his authority and responsibilities from the board of directors.

   Another term that needs to be defined at this point is accountability. There is a difference between responsibility and accountability. A supervisor is held accountable by his/her boss for the operation of his/her section or work group. He/she may delegate a portion of the responsibility and corresponding authority to members of the work group and if they fail to produce as expected, he/she may discipline them; however, he/she would still be accountable to his/her boss for the failure. A supervisor is held accountable for everything that happens or fails to happen within his/her work group.

   Specific authority and responsibility of the supervisor will be discussed later in this program.

(NOTE: On the discussion of statements 2 - 5 the response percentages and comments are the result of a survey using these same questions.)

2. A SUPERVISOR IS OBLIGED TO EXPLAIN HIS/HER DUTIES AND THE LIMITS OF HIS/HER AUTHORITY TO THE EMPLOYEES OR HE/SHE CANNOT EXPECT THEIR WHOLEHEARTED COOPERATION.

   RESPONSES: "Yes" 60% "No" 40%

   COMMENTS:

   "It is good to do this because an employee is interested in what we are trying to accomplish as a team and this makes him feel that he is a trusted member of the team."

   "Too many employees have a tendency to 'try' the boss to the limit. So it is better if the employee doesn't know the limit."

"Just ask yourself--could I work as well if I didn't know what my superior is responsible for? I am working to help him meet his responsibilities."

"This is a type of fairness employees like and is, therefore, a good way to get cooperation."

"Cooperation can't be bought with money but rather with mutual respect."

"It should be expected that an employee will carry out orders even when he doesn't know the whole story."

SUMMARY:

Cooperation cannot be forced successfully, but proper approach and solicitation usually results in a high degree of cooperation. Though some supervisors feel this approach might detract from their position, usually they agree that the supervisor who is tight-lipped about his/her job is the one who isn't sure of his authority and responsibilities.

3. THE OPEN DOOR POLICY IS COMPLETELY CONTRARY TO GOOD ORGANIZATIONAL PRINCIPLES.

RESPONSES: "Yes" 67% "No" 33%

COMMENTS:

"Anything that is as much a general practice as the open door policy is not regarded as violating principle."

"People need to know that they can talk to the big boss. It is necessary for morale."

"You must always have your door open to your people because it is necessary to good supervision. It does not necessarily mean that anyone will be bypassed."

"To use or maintain an open door policy by the head of the organization means that person sanctions bypassing."

"It is so contrary in principle that people, especially hourly employees, are put in an awkward position if they try to use it."

"Open door policy to the people you supervise directly is necessary, but beyond that it is not."

SUMMARY:

Even though this policy is often stated, it is seldom written into company policy. It does, however, have a good effect on employee morale. Organizations establish lines of authority. If the organization is strong and sound, it is not necessary to violate these accepted principles to bolster morale and promote good communication.

4. AN EMPLOYEE SHOULD BE REQUIRED TO TAKE ORDERS FROM SEVERAL SUPERVISORS IF THEY ARE ALL RESPONSIBLE FOR THE SAME JOB.

RESPONSES: "Yes" 18% "No" 82%

COMMENTS:

"There are some situations in which supervision will necessarily overlap. If this is the situation or the kind of job it is, then the employee should be required to take orders from more than one man."

"The problem is not the employee taking the orders, but the coordination of the supervision and the orders given."

"All of us take orders from more than one supervisor all the time. There is always a supervisor over our supervisor who, on certain occasions, may and does give orders."

"This can only result in confusion and frustration on the part of the employee."

"Something is wrong with the organization if an employee is taking orders from more than one boss."

"We don't approve or condone bypassing up the line of authority then why should we approve of it down the line."

SUMMARY:

This is a matter of organizational principle. Overlapping of responsibilities and authority, whether laterally or vertically, should be eliminated. Any employee taking orders from more than one supervisor generally will be confused or frustrated.

5. NO ONE WILL LONG CONTINUE TO WORK AT A USELESS TASK EVEN THOUGH THE PAY IS GOOD.

RESPONSES: "Yes" 62% "No" 38%

COMMENTS:

"All people have to feel that they are worth their salt. It is a blow to their self-esteem if they think they have been put on a useless task."

"If any employee is doing a job that he feels is useless, it is the result of poor communications on the part of the supervisor. Every man should know the importance of his work."

"The surest way to break a man's morale is to let him think his supervisors have put him on a useless job."

"The use of words 'no one' makes this a 'no' answer because it rules out the possibility of an extreme case."

"People hire out to do a job. Many feel that as long as there are no complaints on their work they are doing okay. Let the company worry about whether the task is useless or not."

"The situation completely eliminates motivation from any source other than money. Interest in pay is never enough to substitute for interest in work."

"You can always find people who want something for nothing."

"Some people just plain don't care as long as they get paid."

SUMMARY:

The feeling of worthiness and accomplishment is a basic human need and must be satisfied in some way. The supervisor is the logical person to assist in this matter. For one thing, he/she can make sure that each employee knows the meaning and importance of his/her work as related to the overall operations.

Assignment Sheet #2

(NOTE: On the discussion of problems 1 - 6 the response percentages and comments are a result of a survey using these same questions.)

1. WITHHOLDING PROMOTION OR RETAINING A GOOD EMPLOYEE AT HIS/HER PRESENT LEVEL IS OFTEN JUSTIFIED IF, IN YOUR ESTIMATION, HE/SHE MAY NOT BE AS VALUABLE IN SOME OTHER DEPARTMENT.

RESPONSES: "Yes" 30% "No" 70%

COMMENTS:

"No one is in a better position to know what jobs a man can handle than his supervisor."

"A company has to use its manpower as effectively as possible."

"Promote him so he won't want to go to another department."

"This is putting a penalty on good work."

"If a man can handle a higher position he should be allowed to take it."

"If a man has been offered the promotion and was turned down because he was too good at his present job, from then on he would likely not be good at it."

"The person has never been in the new position, so how do we know he is more valuable where he is."

SUMMARY:

Even though this may seemingly be beneficial to a company or department, it is unfair to the person involved. It is not good practice to assess a penalty for good work.

2. IN THE PRODUCTIVE EFFORTS OF AN EMPLOYEE, SKILL IS MORE IMPORTANT THAN HIS/HER ATTITUDE.

RESPONSES: "Yes" 20% "No" 80%

COMMENTS:

"Yes. It isn't necessary for a person to be congenial in order to get his work done."

"It is sometimes easier and quicker to change a skilled person's attitude than it is to develop skill in one whose attitude is good."

"Sometimes the skilled worker has a poor attitude because of others having little skill."

"No. An employee who has the attitude that he doesn't want to do a good job is not likely to do a good job even if he has the skill."

"A person with a lesser degree of skill but with a will to work, learn, and produce will be far ahead of the skilled person with a poor attitude in a short time."

"A person with a very good attitude will have a good effect on fellow workers; whereas, the person with a poor attitude will only cause a negative reaction on the part of other workers."

SUMMARY:

Proper attitude on the part of a less skilled person makes it possible for him/her to improve in skill and production. Poor or negative attitude on the part of a highly skilled person usually will result in poor production not only for himself/herself but possibly for his/her fellow workers as well. Supervisors must deal with attitudes. Professional supervisors find it more difficult to deal with attitudes than to deal with employee skills. Both are integral parts of the "whole man."

3. IN SELECTING EMPLOYEES FOR OVERTIME ASSIGNMENTS, WE SHOULD PICK THOSE MOST DESERVING EVEN THOUGH IT MIGHT APPEAR THAT WE ARE BEING PARTIAL.

RESPONSES: "Yes" 44% "No" 56%

COMMENTS:

"The most deserving employee is the one who can do the work better and faster. The company is paying premium wages so they should get premium performance."

"If the poor employee doesn't get overtime because he is poor in his work, it will serve as an incentive for him to improve so he can get overtime."

"Employees are too touchy about overtime to take a chance on anything that in any way could be considered favoritism."

"The quickest way to break the morale of the work group is to show partiality in assigning overtime. This could work both ways, according to the way the employees feel about overtime."

"The person with financial hardships because of sickness or something should be given the overtime if he can do the work because the company is going to have to help him in some way regardless. Why not give him a chance to earn it."

"Anytime you deviate from the usual in overtime assignments there should be a good reason and explanations given."

"The importance of overtime distribution is evident because most union contracts state exactly how they want it done and many arbitration cases are concerning overtime."

SUMMARY:

Even though there are some situations in which employees do not want overtime it still remains one of the situations where people watch for favoritism. Any action that can be construed as special favors will cause resentment. For morale purposes it is advisable to distribute overtime equally. If an employee needs financial or other help, do it in some way that will not be misunderstood by his/her fellow employees.

4. AN EMPLOYEE WHO FAILS TO DO A REASONABLE AMOUNT OF QUALITY WORK SHOULD BE REPRIMANDED; IF HE/SHE FAILS TO IMPROVE, HE/SHE SHOULD BE DISCHARGED.

RESPONSES: "Yes" 82% "No" 18%

COMMENTS:

"This can't keep a man on the payroll who can't produce his way."

"This statement implies that he is capable of doing better, and if a reprimand doesn't straighten him out he should be replaced."

"If the person has been doing better then a reprimand should help. Transfer is seldom possible in many situations. It would be better to let the man go so that he can get something else to do."

"At least one transfer would be preferable before discharge."

"It could very easily be lack of training or poor supervision that is causing the employee's trouble."

"It is impossible to coerce an employee into doing a good job; other means are more preferable to secure improvement."

"Too often we assume that the employee is personally at fault. This situation should be studied carefully before action is taken."

SUMMARY:

Dealing with the marginal employee presents many problems. However, disciplinary action is seldom the answer. Proper solution more often lies in proper placement, good training, and suitable motivation.

5. WHEN A PROMOTION IS MADE, A FULL EXPLANATION STATING REASONS SHOULD BE GIVEN TO ALL OTHERS WHO MAY FEEL THAT THEY WERE IN LINE FOR THE JOB.

RESPONSES: "Yes" 68% "No" 32%

COMMENTS:

"People are vain and reluctant to see their own weaknesses. If done correctly this is a good time to initiate improvement."

"This explanation is an opportunity to demonstrate the fairness with which the choice was made, and anyone in line for the promotion should be given this consideration."

"The employee not given a full explanation is more likely to rationalize his faults into attributes and never make a conscious effort to measure up for a promotion."

"How can you do this when you are not even sure who might have felt he was in line for the job?"

"It shouldn't be necessary for a supervisor to justify his decision to his subordinates."

"Most people already know why the other fellow got the job. Why repeat it to him if he doesn't actually come and ask for an explanation."

SUMMARY:

When management makes decisions not favorable to some employees they are likely to take it as a personal affront. It is human to resent that which rates them below their estimation of themselves. A situation is acceptable only when it leaves them with the feeling that they can progress and have not lost prestige.

6. TRANSFERRING AN EMPLOYEE AS MANY TIMES AS NECESSARY TO GIVE HIM/HER A CHANCE TO ADJUST HIMSELF/HERSELF IS JUSTIFIED BECAUSE OF OUR INVESTMENT IN HIM/HER.

RESPONSES: "Yes" 70% "No" 30%

COMMENTS:

"Transferring is always preferable to discharge. You have your investment tied up. You should at least give him a try. Someone thought he could be a good employee or you wouldn't have hired him.

"It all hinges on how many times is necessary. A good supervisor should know after two or three transfers whether the employee will ever adjust. Transfers can become costly."

"Your investment in the employee increases each time he is transferred. You can't go on forever."

"You don't always have a place to transfer an employee to. If he is hired for a specific job, it may be the only place he can be used."

"Yes, but only if the new employee demonstrates that he has potential in another job."

"If an employee is not good, you should get rid of him before he costs you more money."

SUMMARY:

Employees are chosen for employment because of their potential. In instances where it is practical, the potential should be explored at least to some reasonable extent. This must be based on the amount of potential demonstrated by the man/woman and whether or not his/her potential can be utilized by the company.

Assignment Sheet #3

1. How People Act in the Organization

   a. This is the autocratic approach to the way people behave in an organization.

   b. This is the statement that best represents the democratic approach to the way people behave in an organization.

   c. This might be considered a combination of autocratic and democratic styles. Do employees by nature tend to be disinterested in company goals? It's an interesting question.

2. Supervising People in the Organization

   a. This statement represents the democratic management approach. The emphasis is on creating opportunities and removing barriers within the company in order to allow for empioyees' personal commitment to company objectives.

   b. This statement implies that company objectives are flexible and can be based on current personal goals of people in the company. This lack of control is not consistent with either management approach.

   c. This statement represents the autocratic management approach. The emphasis is on strict control, and the implication is that the average employee must be forced to work toward organizational objectives.

3. Motivation and the Behavior of People in the Organization

   a. This statement represents the democratic approach to management.

   b. This statement represents confusion of autocratic with democratic management. The autocratic approach emphasizes the need for direct control over the employee. Proponents of the democratic approach would not agree that supervisors can instill behavioral characteristics in an employee, but rather that he can create conditions to optimize inherent behavior. The statement is typical of an autocratic supervisor who believes he is being democratic.

   c. Here we see the autocratic approach, again emphasizing strong control and direction.

4. Organizing Resources in a Business

   a. Both the autocratic and democratic approaches consider people an important resource for the company. Proponents of both approaches, however, would agree that a manager's job is to organize resources for the economic benefit of the company. Unless the company has a sound economic base, it cannot hope to remain in business.

   b. This statement represents the viewpoint of both approaches to management. Basically, resources must be organized in the interest of economic ends.

   c. "Change" in the face of changing markets, competition, and consumer preferences is the mark of many successful businesses. Proponents of both management approaches would agree that a manager's job is to organize resources for the economic benefit of the company. With this economic aim in mind, a business should do whatever is advantageous, "change" or remain static, according to where its best interests lie.

Assignment Sheet #4

1. EACH EMPLOYEE SHOULD BE GIVEN AN OPPORTUNITY TO REGISTER HIS/HER GRIPES ANONYMOUSLY.

   RESPONSES: "Yes" 58% "No" 42%

   COMMENTS:

   "Most gripes are small and only irritate a person, usually not to the point that he will make an issue of getting it settled. Most people feel that they will be tagged a 'griper' by the boss."

   "Many people are either too shy or too sensitive to gripe to anyone except their fellow workers. This only causes others to sympathize and feel resentful."

   "Many gripes are impersonal and no one wants to get involved in something that is none of his business."

   "If gripes are anonymous, the supervisor is hard-pressed for a starting point and facts necessary for settling a gripe."

   If an employee is very serious about getting a gripe settled, he would be willing to let it be known that he has a gripe."

   "This will ruin a suggestion box system because that is the way many suggestions will come in."

   SUMMARY:

   Dealing with sensitive and shy employees is part of a supervisor's job, and handling employee gripes regardless of how they are received is a supervisor's responsibility. The type of workers, work place, or nature of the situation may determine the best method.

2. WE ARE RESPONSIBLE FOR THE MENTAL AND PHYSICAL WELL-BEING OF OUR EMPLOYEES BOTH OFF AND ON THE JOB.

RESPONSES: "Yes" 58% "No" 42%

COMMENTS:

"A man's job has a lot to do with his feelings and actions on or off the job, so the responsibility is there."

"We definitely have responsibility if the person can't physically or mentally stand up to the work."

"Job tensions and troubles often lead to home troubles or disturbances; drinking or some other undesirable situation."

"When it affects his work it becomes the supervisor's business; besides, the supervisor may be responsible or the cause for many of his employee's actions."

"You have no way of supervising a man off the job."

"People resent the supervisor or company butting in on what they feel is their private life."

"You just can't be responsible for your people all the time."

"It is the other way around; the employee is responsible to the company when he goes on the payroll."

SUMMARY:

There are two aspects of this problem to summarize. (1) Things causing problems on the job may easily carry over to off the job time. (2) Supervisors or management can't disregard the possibility that what takes place off the job can affect a man's work. If the way we supervise people has any mental or physical effect on them, then we are responsible. We hire the whole person when we hire an employee; therefore, we have an obligation to the whole person.

3. IT IS BETTER TO MAKE A DECISION EVEN THOUGH IT BE WRONG THAN TO MAKE NO DECISION AT ALL.

RESPONSES: "Yes" 75% "No" 25%

COMMENTS:

"Making no decision at a time when one is necessary could only result in confusion."

"A supervisor is expected to possess good judgement so that if a situation calls for a decision, he can apply his judgement."

"It is often necessary to have a basis upon which to make a decision, so if we have no basis then it is better to make no decision until we do."

"This may indicate that facts are being gathered and studied in which case, the no decision would actually mean delayed decision."

"Employees look to the supervisor for decisions and will respect him more if he can make decisions, even though he has to correct some that weren't so good."

"A supervisor who makes too many wrong decisions is likely to be considered a poor supervisor."

SUMMARY:

No one intentionally makes wrong decisions and it does not reduce respect if a supervisor properly corrects his/her own mistakes. Good timely decisions should be the goal of any supervisor who would be successful.

4. HAVING MADE A DECISION, WE SHOULD STICK WITH IT EVEN THOUGH WE LATER RECOGNIZE THAT IT WAS A POOR ONE, PROVIDED THE CONSEQUENCES ARE NOT TOO SERIOUS.

RESPONSES: "Yes" 30% "No" 70%

COMMENTS:

"It may be more economical to let the poor decision stand."

"In most cases, the employee won't have to know it is a poor decision."

"It is dangerous to a supervisor's authority to let his people know he has made a mistake, especially concerning the handling of people."

"A mistake cannot be corrected until you admit it, and it magnifies the mistake if it is not corrected."

"You can't fool your employees for very long and when they do find out you will suffer."

"This may mean that the mistake will be repeated. Only a fool repeats his mistakes."

"Good judgement includes the correcting of poor decisions as well as making good ones."

SUMMARY:

It is not necessarily poor judgement to make a mistake, but it is poor judgement not to correct it once it is known to be a mistake. Often the cost of circumstances may dictate how the correction is made. Sometimes it might result only in not repeating the same mistake.

A supervisor must know how to make decisions and give directions that will be respected and carried out by his/her work group. He/she must be firm, but fair, in dealing with the work group, and yet be forceful in his/her leadership. This is difficult to learn, but the quality of good judgement can make the difference between success and failure as a supervisor.

2. IF CONSIDERABLE TIME IS SPENT IN TRAINING AN UNDERSTUDY, WE ARE JUSTIFIED IN DISCOURAGING HIS/HER ACCEPTANCE OF A BETTER JOB IN ANOTHER COMPANY.

RESPONSES: "Yes" 31% "No" 69%

COMMENTS:

"It costs a lot of money, time, and effort to train an understudy; therefore, we have plenty of justification for trying to keep them."

"He may not be well informed about the position he is going into and you could point out some pitfalls to him. We would be justified from the standpoint of just looking out for his best interests."

"Sure you are justified because it would take valuable time to get another man prepared."

"It is too late to try to hold a man in this position. You should have started trying to do this long ago. You should let him know what he is working up to and about when he is going to get there."

"Too many companies make the mistake of offering raises to keep their people. This only serves to make them wonder if they weren't due them all along."

"Watch the promises; you can't always carry them out."

"If you succeed in talking him out of it, then he will always blame you if things don't work out for him."

SUMMARY:

Employees who are interested in and capable of progressing feel resentment toward anything that appears to hold them back. Employee plans and goals should be understood by their supervisors. It is not only advantageous but necessary to keep people posted on their progress and possibilities for advancement so that greener pastures will not beckon so strongly.

Assignment Sheet #6

1. THE AUTOMATIC EMPLOYEE RESENTMENT FOR UNUSUALLY RESTRICTIVE RULES CAN BE OVERCOME BY EXPLANATION ALTHOUGH THE RULES APPEAR TO HAVE BEEN ESTABLISHED ARBITRARILY OR WITHOUT PURPOSE.

RESPONSES: "Yes" 81% "No" 19%

COMMENTS:

"People won't accept rules they think accomplish no purpose; they must have explanations."

"Explanation is the only way you have of overcoming the resentment."

"You might get people to accept and abide by the rules by explanation, but the resentment is still there."

"Too often rules serve their purpose and become obsolete, yet are still in existence. This you just can't explain away."

5. THE SUPERVISOR WHO GETS MORE THAN HIS/HER SHARE OF CRITICISM GENERALLY IS THE ONE DOING THE BEST JOB AND GETTING THE MOST DONE.

RESPONSES: "Yes" 20% "No" 80%

COMMENTS:

"Other supervisors and employees brand this kind of a guy as an eager beaver and will knock him plenty."

"To do a good job and progress it is necessary to make someone else look inferior sometimes. When this happens, they will look for things and ways to criticize that wouldn't be noticed."

"The fellow doing the best job and getting the most done is in the limelight so that all his mistakes and faults are much more noticeable."

"People are not prone to run down those whom they respect. Respect is a good indication of good supervision."

"When a supervisor creates jealousy or dislike because of the kind or amount of work he is doing, he is in some way using poor supervisory practices."

"When criticism gets out of proportion something is definitely wrong."

"Who is doing the criticizing? The employees will if the work load is unfair. The other supervisors will if they lose face, and management will if there are too many mistakes. All of these spell out that he is neither doing the best job nor getting the most done. There has to be something causing it besides good work."

SUMMARY:

Good supervision and good work do not bring on criticism. Even if jealousy brings about criticism it may be the fault of the supervisor. He/she lacks knowledge of some basic principles of leadership. Good leadership should not bring on jealousy or criticism.

6. A SUPERVISOR SHOULD TACTFULLY REFUSE ANY INVITATION TO ATTEND BIRTHDAY PARTIES OR OTHER SOCIAL FUNCTIONS OF INDIVIDUAL EMPLOYEES UNDER HIS/HER SUPERVISION.

RESPONSES: "Yes" 27% "No" 73%

COMMENTS:

"Attending private social affairs of people under your supervision can lead to being accused of playing favorites."

"You put yourself in a position that some may feel that you are indebted to them for a good time party you attended."

"Nowadays this is a usual thing and only the supervisor who uses poor judgement and lets it affect his feelings is in any danger from this."

"You can attend anyone's private social if invited without letting it affect the job. The difference is in being friendly and congenial without becoming intimate."

"If you can't attend all of them or don't want to be sociable with some, then you had better refuse all of them."

"The word *tactfully* is important. When and if you ever do refuse an invitation of any kind, it should be done tactfully and sincerely."

"As a supervisor you are told--know your employees. What better way is there than to go to his/her home or his/her social for a visit."

"Refusal of an invitation is much too often regarded as aloofness or that the supervisor feels that he is too good."

SUMMARY:

Being yourself is important when associating with your employees. Aloofness is not necessary and neither is intimacy. While it is right and proper for a supervisor to have some social contact with his people, it must be done in a suitable manner. Too much intimacy always smacks of favoritism and special privilege because you cannot be intimate with all workers.

7. MAKING SALARY ADVANCES AND SMALL LOANS ARE ANNOYING, AND EMPLOYEES SHOULD BE ADVISED TO TAKE UP THEIR FINANCIAL PROBLEMS WITH BANKS OR LOAN COMPANIES.

RESPONSES: "Yes" 67% "No" 33%

COMMENTS:

"If you are speaking of the $2 and $5 loans that many employees want from their supervisor, then it is a problem. The supervisor can get in bad quick that way because too often loaning money on that basis makes enemies and it can't be collected."

"If the pay advances are made by the company, the accounting department will be busy too much of the time with payroll adjustments and check alterations. This costs a lot of money."

"Yes, this is why so many companies have established employee loan funds and have sponsored credit unions. Pay advances and small loans must be taken care of but with special arrangements. This way the company can have some control of the kinds of loans they make."

"This is just throwing your employees to the wolves. Banks won't take care of $5 or $10 loans, but the loan sharks are happy to get these people in their clutches."

"So many companies are too small to have special arrangements for this type of loan or advance that employees must take care of it themselves."

"Other than the problem borrower, the company has responsibility and can't escape it. The problem is controlling it."

SUMMARY:

Usually management feels a definite responsibility for the welfare and financial problems of their employees. Since the situation is costly and worrisome, more and more companies are making special arrangements, such as bank loan set ups, credit unions, or employee loan funds.

8. AN EMPLOYEE IS JUSTIFIED IN BYPASSING HIS/HER IMMEDIATE SUPERVISOR IF THE SUPERVISOR FAILS TO SATISFACTORILY HANDLE THE EMPLOYEE'S GRIEVEANCES.

RESPONSES: "Yes" 80% "No" 20%

COMMENTS:

"Many times the supervisor does not know how to handle the grievance and does not attempt to gain a solution from higher authority."

"An employee has no other choice than to bypass his supervisor if the supervisor does not handle the grievance. In fact, he would be handling the grievance if he sent the employee to a higher authority."

"It is an inherent right of an employee to have the grievance handled even if it involved bypassing someone."

"An employee who is dissatisfied with the way his grievance was handled should ask permission to go higher."

"You can't always satisfy an employee even if he goes to the top man."

"If this practice is permitted, the line of communication is interrupted and the supervisor bypassed is put in an awkward position which will damage his standing as a supervisor."

SUMMARY:

Bypassing in the chain of command is always undesirable, but ignoring or blocking grievances invites a situation that makes "going around" the supervisor the only recourse. An employee who feels he/she has been treated unfairly cannot be expected to do his/her best work.

Handling of grievances is an important responsibility of the supervisor. How much time is spent handling grievances is dependent upon how well he/she performs in other areas. The supervisor who practices preventative measures spends little time with grievances. This does not mean that he/she ignores them or squelches them by inaction, but that he/she has fewer to handle.

The Successful Supervisor:

1. Has a preventative attitude toward grievances--Knows the most frequent causes and tries to prevent them from occurring

2. Performs his/her job of supervision in such a manner that grievances need not arise

3. Has an open door policy

4. Attempts to correct grievances both justified and imagined

5. Keeps records of grievances that have been appealed over him/her

6. Gets all the facts when grievances occur

If an employee violates the chain of command, the supervisor should take immediate action. If this practice is allowed to continue, the supervisor stands to lose prestige and authority. However, the supervisor should not allow conditions to develop to this extent. He/she should make certain that each worker knows exactly what his/her own job is; a job description is desirable. He should maintain an up-to-date organizational diagram showing the "chain of command" and the relationship between supervisors and workers so each individual can identify the person to whom he/she is responsible. Everyone must be instructed to accept orders from no one except his/her immediate supervisor.

Assigment Sheet #5

1. THE TRAINING OF EMPLOYEES SHOULD BE DELEGATED TO THOSE HAVING THE GREATEST JOB SKILL, THEREBY RELIEVING THE SUPERVISOR OF HIS/HER RESPONSIBILITY FOR THE TRAINING OF NEW EMPLOYEES.

   RESPONSES: "Yes" 40% "No" 60%

   COMMENTS:

   "A supervisor can't spend all his time with a new worker; therefore he must delegate his responsibility to one of his capable workers."

   "Usually a skilled man on the job will know more about the details of the job than the supervisor."

   "The supervisor may delegate the work of training and a portion of the responsibility, but he is never relieved of his own responsibility by doing this."

   "Many times we have skilled workers who are very poor teachers for one reason or another. Some do not know how to teach; others may be job jealous so that they do not want others learning all they know."

   SUMMARY:

   As a supervisor you can delegate work, but your responsibility will remain with you. You may assign responsibilities consistent with the work, but you still have to be responsible. Training should be done by one who can train and this may not necessarily be the one with the greatest job skill.

   The person selected to help with the training of workers must be one who is reliable, loyal, and capable. Job skill alone is not enough; he must be knowledgeable of and use approved training procedures. A training program for trainers may be necessary to develop their abilities to teach.

2. IF CONSIDERABLE TIME IS SPENT IN TRAINING AN UNDERSTUDY, WE ARE JUSTIFIED IN DISCOURAGING HIS/HER ACCEPTANCE OF A BETTER JOB IN ANOTHER COMPANY.

RESPONSES: "Yes" 31% "No" 69%

COMMENTS:

"It costs a lot of money, time, and effort to train an understudy; therefore, we have plenty of justification for trying to keep them."

"He may not be well informed about the position he is going into and you could point out some pitfalls to him. We would be justified from the standpoint of just looking out for his best interests."

"Sure you are justified because it would take valuable time to get another man prepared."

"It is too late to try to hold a man in this position. You should have started trying to do this long ago. You should let him know what he is working up to and about when he is going to get there."

"Too many companies make the mistake of offering raises to keep their people. This only serves to make them wonder if they weren't due them all along."

"Watch the promises; you can't always carry them out."

"If you succeed in talking him out of it, then he will always blame you if things don't work out for him."

SUMMARY:

Employees who are interested in and capable of progressing feel resentment toward anything that appears to hold them back. Employee plans and goals should be understood by their supervisors. It is not only advantageous but necessary to keep people posted on their progress and possibilities for advancement so that greener pastures will not beckon so strongly.

Assignment Sheet #6

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RESPONSES: "Yes" 81% "No" 19%

COMMENTS:

"People won't accept rules they think accomplish no purpose; they must have explanations."

"Explanation is the only way you have of overcoming the resentment."

"You might get people to accept and abide by the rules by explanation, but the resentment is still there."

"Too often rules serve their purpose and become obsolete, yet are still in existence, This you just can't explain away."

"All rules are made for a purpose and only appear to have been established arbitrarily and without purpose."

"Explanation makes the rules appear sensible, necessary, and to the employee's interest."

"Rules of long existence many times can't be explained because the original purpose is so obscure."

"Just because you tell someone that something is good is no sign he will like it."

SUMMARY:

Organizations seldom have rules without reason. If employees resent the rules, threats and coercion are not likely to overcome the resentment. This leaves explanation as the only means of lessening resentment to the rules. People are much more likely to go along with something if they fully understand the "why."

2. THE THREAT OF DISMISSAL IS ONE OF THE MOST FREQUENTLY USED MEANS TO GAIN COMPLIANCE.

RESPONSES: "Yes" 34% "No" 66%

COMMENTS:

"Even though we don't speak the threat we use the fact that it is present."

"When we tell a person we cannot tolerate his actions or performance, we are just using other words to say he is in danger of losing his job."

"The threat is implied to each person who is on a company's payroll, mainly through the fact that people have been dismissed."

"The threat in this case indicates that it is spoken or written and we know that other means are used much more frequently."

"Supervisors hesitate to use this as a threat because they are not always in a position to carry it out."

"Most supervisors recognize that threats seldom bring about improvement but do often foster resentment."

SUMMARY:

All employees are aware that they can be dismissed. However, to threaten dismissal is to exhibit force in gaining compliance, and the normal human reaction is resentment. To use threats puts a supervisor on the defensive and in a very poor position from which to supervise.

3. A SUPERVISOR WHO CONSTANTLY FAILS TO GET ALONG WITH PEOPLE SHOULD BE REPLACED REGARDLESS OF HIS/HER TECHNICAL ABILITY OR VALUE TO THE COMPANY.

RESPONSES: "Yes" 86% "No" 14%

COMMENTS:

"Since 90 percent of a supervisor's time and effort is spent in getting other people to perform, and if he fails at it, he is failing in 90 percent of what we pay him for. This is unacceptable performance in any position."

"'Replaced' here means placed somewhere else in a position where we can realize a return on our investment and his abilities."

"If a supervisor consistently fails to get along with people, even if he does have technical ability, he should be replaced because he never would work completely alone. His poor attitudes and his personality defects have a far-reaching effect."

"It is not necessarily a question of getting along with people but rather functioning as a supervisor. It is possible to get the work out of people and keep their morale high without actually getting along with them."

"If we mean handling people by the words 'getting along,' then we may have to put him in a position that he will give us better return on his technical abilities."

"Someone has missed the boat in training the man as a supervisor. He should be given good training before he is replaced. Replacement should be a last resort, not the first."

SUMMARY:

Leadership is a very important part of supervision and poor relations would greatly detract from good leadership. A supervisor is successful only insofar as he/she is able to get people to produce. Cooperation is his/her most effective tool and without it he/she cannot function successfully.

4. RULES CAN BE MADE APPLICABLE TO ALL EMPLOYEES REGARDLESS OF INDIVIDUAL DIFFERENCES.

RESPONSES: "Yes" 85% "No" 15%

COMMENTS:

"Our rules have to be written in such a way that they are applicable to all the people to whom they pertain; otherwise, we would have a separate complete set of rules for each employee."

"They must be made applicable by the process of administration. The laws of the land are applied on the same basis. The rule is applied accordingly to the person and the circumstance."

"This statement implies that individual differences are taken into account in all rules, not that they are disregarded altogether."

"When we say 'all employees' we are ruling out the extreme cases such as handicapped medical cases."

"You just can't write rules that will cover everything so you have to write rules to cover special cases. All companies have them."

"Just the fact that we have both men and women employees makes it impossible to have rules that fit every employee."

SUMMARY:

Making rules applicable (acceptable) to all employees is a matter of administrative leadership. Some people need to know more about the "why" of rules than do others. This is the supervisor's task and sometimes requires the utmost in leadership. The objective should be to get willing cooperation.

5. PUBLIC CENSURE OF AN EMPLOYEE CAN BE JUSTIFIED IF HIS/HER BEHAVIOR CALLS FOR SUCH ACTION, PARTICULARLY IF IT WILL SERVE AS AN EXAMPLE TO OTHERS.

RESPONSES: "Yes" 34% "No" 66%

COMMENTS:

"When an employee puts the supervisor in a position that involves all other employees, relative to a state of fairness, then some public censure is called for."

"There are occasions when the employee involved will not submit to a private discussion; it must take place in public."

"A supervisor is quite often put in a position where it is necessary to save face and respect by administering public censure."

"Public censure of an employee has too many pitfalls. A supervisor cannot take a chance of losing the respect of his other employees or putting other employees or putting himself in a bad light in handling discipline problems."

"It very rarely turns out that this sort of thing serves as an example; rather, it will more likely bring out resentment."

"In private you can accomplish several things. The employee is not subjected to embarrassment. He is more likely to accept the correction. He is put in a more businesslike fairness and lack of partiality."

SUMMARY:

Any situation that ridicules a person and belittles him/her in the eyes of his/her associates creates resentment not only in the person but in his/her associates as well. It is much more difficult to maintain an air of control and businesslike manner. Scientific investigations have recommendations for improvement and can produce good results. On the other hand, public reprimands have a bad effect but are not quite as bad as the use of ridicule and sarcasm. Sarcasm is the hardest of all on the human ego.

6. EXCESSIVE DRINKING, GAMBLING, OR OTHER BAD HABITS REQUIRE SUPERVISORY CONTROL, EVEN THOUGH THEY MAY BE PRACTICED BY EMPLOYEES ON THEIR OWN TIME.

RESPONSES: "Yes" 85% "No" 15%

COMMENTS:

"You may not have a direct control, but you are expected to exercise as much as possible because of the company policies that deal with these undesirable habits and conduct."

"Much of the control that is exercised is in the form of unstated or stated threats of discharge. The company is concerned about the employee and company standing in the community and will not keep a person that jeopardizes this standing."

"Social pressure demands that we control this sort of thing for moral reasons even though it may be difficult to say just how it is to be done."

"You can't control a person's private life. You can only control what takes place on the job."

"When you start trying to tell people how to live, you get into attitudes and morale problems. People just don't like it."

"You can't follow your people around and watch them all the time; you can only correct or discharge when it gets to the point that it affects the work on the job."

SUMMARY:

It is to the employee's benefit to conduct his/her personal affairs in such a way as not to harm his/her employer. Supervisors have a responsibility in certain off-the-job situations and must exercise control even though the means and extent are difficult to determine. The responsibility is there even if indirect or moral in nature.

SUPERVISION IN NURSING CENTERS
UNIT II

TEST

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Ability to get a person to do what you want, when you want it done, in the way you want it done, because he/she feels like he/she wants to do it	1.	Manager
	2.	Supervisor
	3.	Morale
_____b. Collective morale of the individuals in the group	4.	Group morale
_____c. Confident, aggressive, often buoyant spirit of wholehearted cooperation in a common effort	5.	Discipline
	6.	Leadership
_____d. Person who directs and controls specific duties within a business to help the business reach its goals		
_____e. Control of people in such a way as to insure satisfactory job performance		
_____f. Person responsible for the work of others		

2. List two purposes of studying supervision in nursing centers.

a._____

b._____

3. Name the common goals of all nursing centers.

a._____

b._____

4. Explain in writing how management is both an art and a science.

5. Select from the following list true statements about common management functions. Place an "X" in the appropriate blanks.

_____a. Planning is deciding on methods or arrangements to achieve the company's goals

_____b. Planning involves deciding vaguely what is to be done in general

_____c. Planning involves deciding when, where, and why a task is to be done

_____d. Planning involves deciding who is to do the task

_____e. It is not necessary to explain why a task is to be done

_____f. Organizing is developing the parts of the organizational structure into a unified whole

_____g. Specialization will occur if an employee is assigned to do the same operation over and over

_____h. An employee should be assigned a great variety of tasks in a given work period

_____i. Work assignments should contain no less than seven and not more than nine tasks as a rule of thumb

_____j. Controlling is guiding the people, processes, and standards in a way that will insure the achievement of the company's goals within a specific time frame

_____k. Motivating is activating or moving people

_____l. People are motivated by their level of need

_____m. People are motivated by whatever gives the greatest reward

_____n. People are motivated by praise of the person's work and actions

_____o. People are motivated by the delegation of responsibility to them

_____p. People are motivated by involvement in the planning and goal setting of the department or entire nursing center

_____q. Coordinating is getting the right people, materials, and equipment to the right place at the right time

6. Select from the following list characteristics of various styles of leadership. Place an "X" in the appropriate blanks.

_____a. An autocratic leader listens to and uses good ideas from employees

_____b. An autocratic leader gives more emphasis to the feelings of others than to getting the job done

_____c. An autocratic leader is characterized by close supervision

_____d. The democratic leader shows little consideration for employees and residents

_____e. The democratic leader does all the planning, organizing, controlling, and coordinating by himself/herself

_____f. The democratic leader is characterized by general supervision

_____g. The democratic leader defines goals and lets co-workers use their judgement about how to do the job to some extent

_____h. The democratic leader checks with co-workers periodically to reward and/or make necessary corrections

_____i. The free rein leader depends entirely on the other employees to get the job done

7. Select from the following list statements that are characteristic of a good leader. Place an "X" in the appropriate blanks.

_____a. Earns respect from co-workers

_____b. Creates confidence in his/her ability to do a job well

_____c. Is people-oriented

_____d. Spends most of his/her time supervising rather than doing the same thing his/her subordinates do

_____e. Has a pleasing personality

_____f. Relates well with his/her superiors

_____g. Is loyal to both subordinates and superiors

_____h. Assumes responsibility; does not "pass the buck"

_____i. Considers all sides of a problem and makes a decision in an orderly manner

_____j. Is a close pal to his/her group

_____k. Develops the image of knowing all the answers

_____l. Uses favorite co-workers to accomplish the nursing center goals more easily

8. List three common responsibilities of nursing center supervisors.

a._____

b._____

c._____

9. List four things to avoid when delegating responsibility.

a._____

b._____

c._____

d._____

10. Distinguish between those responsibilities which cannot be delegated and responsibilities which can be shared with others. Place an "O" in front of those which cannot be delegated and an "X" in front of those responsibilities which can be shared.

_____a. Control of employees

_____b. Cooperation and teamwork

_____c. Handling grievances

_____d. Accident prevention

_____e. Discipline

_____f. Morale

_____g. Training

_____h. Responsibility for safety

_____i. Cost reduction

_____j. Quantity and quality of work

11. Select from the following list the principles of delegation. Place an "X" in the appropriate blanks.

_____a. Authority must be delegated along with responsibility

_____b. There must be no overlapping of authority for the delegated task

_____c. Authority should be delegated to the lowest level possible

_____d. Authority limitations should be defined

12. List three reasons why some supervisors fail to delegate.

a. _____

b. _____

c. _____

13. List the ways a nursing center supervisor can insure good morale.

a. _____

b. _____

c. _____

14. List three areas of waste that can be controlled.

a. _____

b. _____

c. _____

15. Select from the following list true statements about preventive discipline. Place an "X" in the appropriate blanks.

_____a. Importance and meaning of policies and rules should be explained during orientation training

_____b. Expected quantity and quality of work should be explained during orientation training

_____c. Company information should be given during the orientation training

_____d. Safety rules, benefits, wages, and hours should be explained during the orientation training

_____e. Job training information and skills should be explained and demonstrated

_____f. Importance of teamwork should be stressed

_____g. How to give help and to get help should be explained

16. Select from the following list things that will prevent the need for corrective discipline. Place an "X" in the appropriate blanks.

_____a. Train by setting a good example

_____b. Be present when you should be there

_____c. Treat employees fairly

_____d. Practice good communications

_____e. Check on things as often as necessary

_____f. Keep good, accurate records

_____g. Work with causes, not just symptoms

_____h. Practice awareness; know what is going on and how the employee feels, as well as what he/she says

_____i. Look for signs of employee discontent

17. Select from the following list statements about how to best administer corrective discipline when needed. Place an "X" in the appropriate blanks.

_____a. Always react immediately to an error

_____b. Be sure the discipline is deserved by getting all the facts from all sides

_____c. Be strict but fair

_____d. Discipline should be done publicly

_____e. Do not be sarcastic

_____f. Ridicule may be used to shame people into discipline

_____g. Inform employees of your discipline policy

_____h. Call even minor infractions to the employee's attention

_____i. Do not abuse authority

_____j. Avoid too rigid rules

_____k. Explain why rules and regulations exist

_____l. Threat of firing is an effective tool

_____m. Act only within your authority

List four indications of poor cooperation.

a._____

b._____

c._____

d._____

19. List four causes of poor cooperation

a. _____

b. _____

c. _____

d. _____

20. List two ways to increase cooperation in a nursing center.

a. _____

b. _____

21. Select from the following list psychological changes in an elderly person. Place an "X" in the appropriate blanks.

_____a. Loss of memory for recent events is characteristic

_____b. "You can't teach an old dog new tricks"

_____c. Ability to learn remains good in most elderly people although there is a decline in speed and comprehension

_____d. Feeling of dependence upon family and nursing personnel may cause resentment in the nursing center resident

_____e. Many adjustments are necessary

_____f. Isolation and/or separation from others tends to decrease the older person's desire and ability to remain active and alert

_____g. Poor nutrition complicates and exaggerates other disorders and decreases mental activity

22. Select from the following list personal qualities desired of persons providing care for geriatric patients. Place an "X" in the appropriate blanks.

_____a. Helps the resident keep in touch with reality

_____b. Shows concern for all residents encountered as well as those specifically assigned to your care

_____c. Avoids punishing a resident for not performing in a desired manner

_____d. Provides for privacy

_____e. Provides for individualism

_____f. Realizes that touching becomes more important as the senses of sight and sound decrease

_____g. Realizes that intolerant behavior of elderly persons is often the only way they can assert independence

_____h. Considers each resident as a unique person with strengths and weaknesses

_____i. Avoids criticism or ridicule of an elderly person's views which may be different from today's viewpoints

_____j. Permits the residents to share their feelings and fears

_____k. Realizes that you have become a part of the patient's world and even a member of the patient's family in many instances

_____l. Provides the kind of loving care that you would want for your loved ones and yourself

23. List the ways to overcome boredom on the job.

a._____

b._____

c._____

24. Arrange in order the steps to using time wisely. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

_____a. Do not be discouraged if not all items are finished during the day

_____b. Arrange the list in priorities

_____c. List things to be done during the day

_____d. Do the tasks in the order on the list

25. Conduct a self-analysis of your supervisory capabilities.

(NOTE: If the above activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

SUPERVISION IN NURSING CENTERS
UNIT II

ANSWERS TO TEST

1. a. 6 d. 1
   b. 4 e. 5
   c. 3 f. 2

2. Any two of the following:
   a. Help the first-line supervisor realize that he/she is a key person in the management structure
   b. Give the supervisor a more complete picture of his/her responsibilities in the organization of the company
   c. Review the fundamental principles of management and supervision in nursing centers
   d. Discuss the most effective way to work with people in nursing centers
   e. Broaden the supervisor's concept of the nursing center's goals

3. a. Provide services needed by each resident of the nursing center
   b. Operate the nursing center profitably

4. Explanation should include:
   a. It is an art because there are no rules that will always apply and forego the necessity of using common sense and judgement
   b. It is a science because there is an ever-increasing amount of knowledge about management that can help improve one's ability to manage

5. a, c, d, f, j, k, l, m, n, o, p, q

6. c, f, g, h, i

7. a, b, c, d, e, f, g, h, i

8. Any three of the following:
   a. Get the job done
   b. Guarantee safety of employees and residents

c. Take care of the physical welfare of employees and residents

d. Keep up morale of employees and residents

e. Train new employees

f. Keep accurate reports and records

g. Cooperate with higher administration, other departments, and co-workers

h. Maintain discipline

9. Any four of the following:

a. Conflicting orders

b. Too close supervision

c. Duplicated effort

d. Useless assignments

e. Shouting orders and commands

f. Delegation without authority

g. Delegation that is not clear

h. Delegation to unqualified persons

i. Delegation where failure could be very costly or dangerous

10.

a.	0	f.	0
b.	X	g.	X
c.	O	h.	O
d.	X	i.	X
e.	O	j.	X

11. a, b, c, d

12. Any three of the following:

a. Fear that they will lose control

b. May not know management principles

c. Failure to train subordinates to accept authority and responsibility

d. No confidence in employee's ability

e. May honestly overlook an opportunity to delegate authority and to involve the other nursing home employees

f. May unconciously be opposed to change

13. a. Set a good example with the right attitudes and actions

b. Strive for the goal he/she wants the group to achieve

c. Sell good morale to the group

14. Any three of the following:

a. Ineffective use of time

b. Manpower waste

c. Improper handling of supplies, equipment, and materials

d. Poor use of employees' abilities

e. Wasted utilities

15. a, b, c, d, e, f, g

16. a, b, c, d, e, f, g, h, i

17. b, c, e, g, h, i, j, k, m

18. Any four of the following:

a. Poor quality work

b. Low quantity work

c. Lack of interest

d. Bottlenecks in the work flow

e. Too much griping

f. Not following orders

g. Loafing and/or wasting time

h. High rates of accidents

i. High rate of turnover

j. Damaged equipment and ruined supplies

k. Poor housekeeping

l. "Passing the buck"

m. Confusion

n. Low morale

o. Loss of business

p. Schedule mix-ups

19. Any four of the following:

a. Need for supervisory training

b. Lack of communication

c. Resentment

d. Poor scheduling or securing of equipment and supplies

e. Poor order-giving

f. Supervisor too busy or not on the job

g. Lack of interest in others

h. No recognition given

i. Lack of backing by supervisor

j. Lack of confidence in employees

k. Poor understanding of common goals

20. Any two of the following:

a. Be considerate

b. Distribute work properly

c. Delegate authority and responsibilities properly

d. Set a good example

21. a, c, d, e, f, g

22. a, b, c, d, e, f, g, h, i, j, k, l

23. a. Find things to do, always keeping busy

    b. Try to do things in a different but efficient way

    c. Look at the job or task objectively

24. a. 4

    b. 2

    c. 1

    d. 3

25. Evaluated to the satisfaction of the instructor

COMMUNICATION IN NURSING CENTERS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to tell how to overcome various obstacles to communication, select from lists ways to control rumors, give orders, and use communications media correctly. The student should also be able to select from a list rules for using the telephone correctly, ways to handle terminally ill patients, and to distinguish between positive and negative gestures, expressions, and stances. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List potential areas for improving communication skills in nursing centers.
2. Select from a list ways to improve communication skills.
3. Name the ways to organize communication.
4. Match the names of poor listening obstacles to communication to descriptions of each.
5. Select from a list the responsibilities of the speaker to overcome poor listening as an obstacle to communication.
6. Select from a list the responsibilities of the listener to overcome poor listening as an obstacle to communication.
7. Define the semantics obstacle to communication.
8. List the responsibilities of the speaker to overcome the semantics obstacle to communication.
9. Name the responsibility of the listener to overcome the semantics obstacle to communication.
10. Define the self-interest obstacle to communication.
11. List the responsibilities of the speaker and listener to overcome the self-interest obstacle to communication.
12. Match distortion obstacles to communication to descriptions of each.

13. Select from a list ways to control rumors.

14. Select from a list ways to give orders and instructions.

15. Select from a list correct uses of communications media.

16. Select from a list rules for using the telephone correctly.

17. Distinguish between positive and negative gestures, expressions, and stances.

18. Select from a list ways of communicating with a terminally ill patient and his/her family.

19. List the stages which most people go through when learning that he/she or a loved one is going to die.

20. Select from a list ways of communicating with a patient who may not appear to be conscious.

21. List what to do when the patient is terminally ill but has not been told that he/she is dying.

COMMUNICATION IN NURSING CENTERS
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

A. Give pretest using objective sheet.

B. Provide student with objective sheet.

C. Provide student with information and assignment sheets.

D. Make transparencies.

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

G. Give test.

H. Reteach if necessary.

I. Test again until minimum standard is reached.

II. Student:

A. Read objective sheet.

B. Study information sheet.

C. Take notes.

D. Complete assignment sheets.

E. Take test(s).

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Empathy

2. TM 2--Placing a Call

3. TM 3--Leaving Telephone Unattended

D. Assignment sheets

1. Assignment Sheet #1--Listening Problems

2. Assignment Sheet #2--Obstacles to Communication

3. Assignment Sheet #3--Orders and Instructions

4. Assignment Sheet #4--Voice Qualities

5. Assignment Sheet #5--Body Language

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References:

A. *Effective Communication.* Stillwater: Oklahoma State Department of Vocational and Technical Education.

B. O'Brien, Maureen J. *The Care of the Elderly Person.* St. Louis, Missouri: The C. V. Mosby Co., 1975.

COMMUNICATION IN NURSING CENTERS
UNIT III

INFORMATION SHEET

(NOTE: This information can be related to oral or written communication in nursing centers. Communication with the aged is an essential part of their plan of care. Better communication is also needed among the various levels of employees in nursing homes. Specific functions and levels of practice have not yet been clearly identified within educational programs for these professions. Consequently, a poor understanding exists as to how to relate to fellow employees.)

I. Potential areas for improving communication skills in nursing centers

   A. Methods by which reports at the change of shifts are given

   B. Way in which questions by nursing center residents, families, doctors, and co-workers are answered

   C. Manner in which authority is exercised by nursing center supervisors

   D. Lack of proper sharing of information among nursing center employees to help resolve residents' problems

   E. Lack of attention to detail on records

   F. Constant criticism of people and situations

   G. Reluctance to communicate to residents an "I-like-you" attitude

      (NOTE: One of the most common fears among elderly people is the fear that they will be a burden.)

   H. Failure to look at residents' potentials as well as limitations

   I. Failure to use auxiliary help in the best way possible

II. Ways to improve communication skills

   A. Relate what you are saying to the person with whom you are communicating

      (NOTE: Ask yourself, "How can he/she benefit from what I have to say?"

   B. Find out by asking questions what the person already knows about the subject and relate your information to what he/she understands

      (NOTE: Use examples to which listeners can relate.)

INFORMATION SHEET

C. Get the person's attention and interest

Example: An interesting fact, quoting someone else, asking questions

D. Point out your common interests

E. Talk about only one subject at a time and relate all comments to that theme

F. Avoid the use of technical terms which others may not understand

(NOTE: If a person cannot understand what you are talking about, he/she will usually disagrees with you rather than tells you that he/she does not understand.)

G. Plan your presentation

1. State your objective
2. Outline briefly the arguments that support your objective
3. Explain the entire subject
4. Summarize your statements and tie them in with your conclusion

H. Ask questions that will get "yes" answers before asking an important question that might be controversial

I. Think before you answer questions

(NOTE: If you are in a meeting, jot down notes until you are prepared to make a suggestion.)

J. Try to develop the ability to think while you talk

K. Ask questions that require more than a "yes" or "no" answer

Example: Who, what, when, where, why

III. Ways to organize communication

(NOTE: These ideas help the listener follow what you are saying. If you jump from a large idea to a small one and back and forth again, there is no logical development.)

A. Beginning with the general idea and moving to the important detail

B. Beginning with the important detail and moving to the general idea

INFORMATION SHEET

IV. Poor listening obstacles to communication

(NOTE: The average person speaks at a rate of about 125 words per minute. Most people are able to listen at rates between 400 and 600 words per minute. Therefore, the mind tends to wander. This contributes to many problems, such as directions not being followed completely and the spreading of rumors.)

A. "I-get-the-facts" listening--Listening for facts instead of understanding ideas derived from all the facts

B. "Looks-make-the-speaker" listening--Allowing accents, lisps, and personal appearances to affect listening (Assignment Sheet #1)

Example: We all tend to look down on certain "types" of people and to favor "our kind" of people

C. Pretending--Nodding your head and saying "uh huh" so no one will know you are not really listening

D. Emotional blocks--Going temporarily deaf at the use of certain words

Examples: Richard Nixon, communism

E. Pencil-and-paper listening--Becoming so involved in taking notes that you only "half listen"

F. Distractions--Being distracted by what is happening in the area

Examples: Open door, radio

(NOTE: This can be overcome by removing distractions, moving closer together, and/or speaking louder.)

G. Rebuttal--Planning what you will say next instead of listening to what is being said

V. Responsibilities of the speaker to overcome poor listening as the obstacle to communication

(NOTE: Listening is a two-way street. A nursing home supervisor must learn to listen to employees as well as the employees always listening to the supervisor. By learning to listen to an employee, the supervisor also learns to talk to the employee in a way that will make him/her want to listen, understand, and react in a desired way. Studies reveal that supervisors are only 20% effective in listening skills.)

A. Do not blame the listener for poor listening

(NOTE: This makes him/her defensive.)

INFORMATION SHEET

B. State the information a different way when you see indications that the listener's mind is wandering off the subject

Example: "Let me see if I can put it another way."

C. Ask for any questions over points which may not be clear to the listener

D. Ask the listener to repeat the key points of the instructions

E. Put detailed instructions in writing

F. Realize that some people will act like they do not understand or will constantly interrupt with a different subject because they need individual attention

VI. Responsibilities of the listener to overcome poor listening as an obstacle to communication

A. Say voluntarily to the speaker, "Let me see if I understand you correctly" and then repeat the key points

B. Try to anticipate what points the speaker is trying to make

C. Summarize mentally what has been said at various intervals

D. Question mentally the speaker's accuracy and sources

E. Listen between the lines for what the speaker is really saying

F. Say, "What I hear you saying is . . . " if you think the speaker is saying one thing but means something else

G. Listen for the unfamiliar

(NOTE: A common fault is failure to pay attention because you think you have heard it all before.)

1. One new fact

2. Different arrangement of facts

(NOTE: An elderly person may tell the same stories over and over again without any variation. However, the nursing center employee should always try to be a good listener.)

H. Be extra careful before disagreeing

(NOTE: If you start forming arguments before the speaker has finished you may miss the point completely.)

INFORMATION SHEET

I. Do not feel like you have to always say something everytime the speaker pauses

(NOTE: When you are impatient to get something off your chest, count to ten; then listen some more.)

J. Make sincere comments so the speaker feels you are listening

Examples: Nod head, "Uh huh," "Oh?" "I see," "Is that so?"

K. Do not show shock or disagreement when you are trying to get the speaker to communicate openly

VII. Semantics obstacle to communication--Using words that mean one thing to the speaker but which may mean something else to the listener

(NOTE: The 500 most frequently used words have 14,000 dictionary definitions.)

VIII. Responsibilities of the speaker to overcome the semantics obstacle to communication

A. Use visuals where possible

B. Answer all questions concerning who, what, where, when, why, and how

IX. Responsibility of the listener to overcome the semantics obstacle to communication--Admit you are not sure of the meaning of words written or spoken to you

(NOTE: This shows respect for the speaker, interest in the subject, and alerts the speaker of the need to clarify his/her language.)

X. Self-interest obstacle to communication--Hearing only what you want to hear

XI. Responsibilities of the speaker and listener to overcome the self-interest obstacle to communication

A. Try to see things from the other person's viewpoint (Transparency 1)

B. Accept differences in people

Examples: Religion, politics, education, attitudes, prejudices

XII. Distortion obstacles to communication (Assignment Sheet #2)

(NOTE: Distortion is not always done on purpose. The best way to overcome this problem is simply to be aware of it.)

INFORMATION SHEET

A. Leveling--Reduction of number of items or ideas remembered

B. Sharpening--Building up a few key points

C. Generalization--Substituting general terms for specific terms

Example: "Crowd" is a general term

D. Speculation--Adding information to complete a story

Examples: "Probably," "No doubt," "I'll bet," indicate speculation, but the listener may take these as unqualified fact

XIII. Ways to control rumors

(NOTE: Rumors over policies and procedures are likely to exist where there is inadequate information.)

A. Admit that the information you are giving is "hearsay" and that you haven't had time to investigate

B. Admit when you don't know an answer and try to find out the needed information or reference

C. Ask who "they" is

Example: "They said we're going to have a big lay-off"

D. Suspect that information from a source other than the original has been distorted rather than assuming it is dependable

E. Tell in advance any information that will affect employees

XIV. Ways to give orders and instructions (Assignment Sheet #3)

A. Make orders clear and complete

1. Who
2. What
3. When
4. Where
5. Why
6. How

INFORMATION SHEET

B. Use positive sentences

(NOTE: Many times an employee does exactly what he/she is told not to do because the order is phrased negatively, and he/she remembers the idea and forgets the "don't.")

C. Make the order fit the person

Examples: Varied work experience; slowness in understanding; amount of morale; amount of cooperation and self-discipline possessed by the employee

D. Make the orders and instructions businesslike

(NOTE: The person giving the order should be confident because it is his/her job to give the instructions. The employee should never feel the order is from you personally but from your position as supervisor.)

E. Use a pleasant tone of voice (Assignment Sheet #4)

F. Give examples

G. Label parts, points, or steps

H. Repeat steps periodically

I. Allow two-way communication to take place

XV. Correct uses of communications media

A. Bulletin boards

1. Place where they will not be hidden behind doors or equipment

2. Divide into sections for different types of information

3. Keep information current

B. Staff meetings conducted regularly

C. Written material done properly and according to company procedures

1. Memos

2. Letters

INFORMATION SHEET

XVI. Using the telephone correctly (Transparency 1)

(NOTE: Remember when you are on a business telephone, you represent the entire business.)

A. Answer promptly

(NOTE: When calling, allow the telephone to ring ten times or for one minute before hanging up.)

B. Use a pleasant voice

1. Visualize the person on the other end of the line

2. Smile while you talk

(NOTE: Smiling will cause your voice to sound friendlier and less flat.)

C. Identify yourself

Examples: "Four Seasons Nursing Center, Ms. Beanbag."

"Laundry Room. This is Mrs. Suds."

D. Do not say "speaking" after your name because what is said last will be what the other party hears best

(NOTE: At home only say "Hello" or "Smith's residence." Be cautious about giving definite information to strangers.)

E. Use the caller's name often

F. Speak distinctly into the receiver

(NOTE: A telephone is made to pick up a normal pitch at about an inch from the mouth.)

G. Be friendly

1. Do not ask who is calling

(NOTE: Certain policies may vary with the business.)

2. Ask "Will you hold or shall I call you back?" when you must leave leave the line to get information

3. Check back frequently to assure the caller that he/she has not been forgotten if it becomes necessary to leave the telephone for long periods of time

INFORMATION SHEET

4. Attract attention before resuming the call

   Example: "Mrs. Bull? Thank you for waiting."

5. Apologize for errors or delays

H. Use correct method when leaving telephone unattended (Transparency 2)

(NOTE: A telephone receiver will pick up sound for 10-12 feet.)

1. Press the hold button to cut out noisy distractions

2. Lay the receiver flat if the telephone does not have a hold button

3. Lay the receiver against the side of a wall telephone

I. Tell the caller why a call is being transferred

Example: "Let me transfer you to extension 263, the kitchen area. They will be able to answer your questions."

J. Mention the number to which a transfer is being made in case the call is disconnected

K. Write down points to be covered and questions to be asked before placing a call

L. State, "This is long distance," when calling long distance directly

(NOTE: Consequently, the party who answers should not keep you waiting for a long period.)

M. Replace the telephone receiver easily

(NOTE: The person making the call should hang up first.)

XVII. Body language (Assignment Sheet #5)

A. Positive gestures, expressions, and stances

(NOTE: Movements of the body help us express ourselves to others. Our posture often communicates our true feelings better than words. It should be remembered, however, that body language is a general indicator. A single gesture should not be considered by itself, in only a single situation, or separate from the words spoken. This list is not meant to be conclusive but the information could help a nursing center employee head off possible problem areas.)

INFORMATION SHEET

1. Open palms--Open, friendly (Figure 1)

2. Hands on hips--Aggressive (Figure 1)

   (NOTE: Football players are often seen standing this way along the sidelines.)

3. Hands clasped behind back--Thinking, listening, contemplating, concentrating, meditating (Figure 1)

   (NOTE: Winston Churchill is often pictured this way.)

4. Head held high--Complete control (Figure 1)

5. Arms hanging loosely, straight at sides--Collected, poised (Figure 1)

FIGURE 1

6. Arms swinging freely when walking--Cheerful (Figure 2)

FIGURE 2

INFORMATION SHEET

7. Fingers tucked under belt--Confident, cool (Figure 3)

8. Hand in one pocket--Calm (Figure 3)

9. Coat unbuttoned--Open, friendly (Figure 3)

FIGURE 3

10. Sitting with feet flat on the floor--Poised (Figure 4)

11. Sitting with leg crossed at the ankle (men)--Competitive (Figure 4)

    (NOTE: Crossing legs at the knees is more common in Europe.)

12. Sitting slightly forward in chair--Attentive (Figure 4)

13. Hands laying quietly on thighs or arms of chair--At ease (Figure 4)

14. Knees together (women)--Modest (Figure 4)

15. Legs crossed at the ankles with hands in middle of lap or to the opposite side from the legs (women)--Graceful (Figure 4)

INFORMATION SHEET

16. Legs back under chair (women)--Poised, graceful silhouette (Figure 4)

FIGURE 4

17. Arms crossed loosely at lower part of chest--Relaxed (Figure 5)

18. Smiling--Pleasant (Figure 5)

19. Eye contact--Attentive, listening (Figure 5)

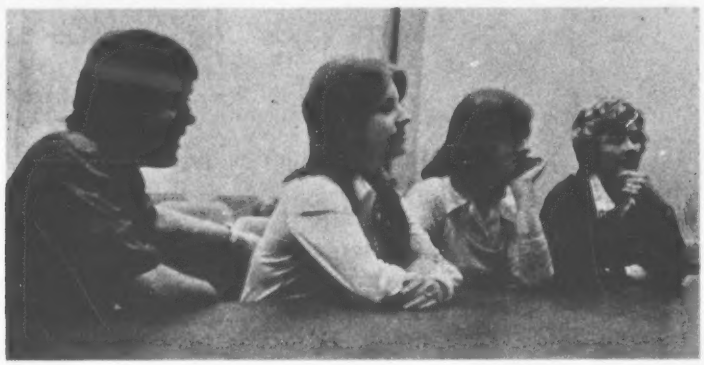
20. Hand stroking chin--Thoughtful consideration (Figure 5)

21. Hand on cheek--Thinking, interested, attentive (Figure 5)

22. Arm around another person's chair--Intimacy, closeness (Figure 5)

23. Shoulders upright--Energetic, determined (Figure 5)

FIGURE 5



INFORMATION SHEET

B. Negative gestures, expressions, and stances

(NOTE: The following are negative gestures, expressions, and stances. However, there may be situations when the following movements would not be considered negative.)

1. Nervous gestures--Lack of confidence, uneasiness (Figure 6)

   Examples: Tapping, cracking knuckles, wringing hands, tugging at hair and mustache, rapid blinking of eyelids, biting lips, scratching, licking lips, tugging at collar or tie, puckering lips, twisting mouth, swaying, smacking lips, clearing throat

FIGURE 6

2. Closed fist--Hostility, lack of acceptance (Figure 7)

3. Steepling with hands--Taking a firm stand with little chance of changing (Figure 7)

4. Hung head--Lack of organization (Figure 8)

5. Shrugged shoulders--Lack of ambition (Figure 8)

6. Shuffling feet--Lack of energy and ambition (Figure 8)

INFORMATION SHEET

7. Raising shoulders casually--Indifference (Figure 8)

FIGURE 7

FIGURE 8

8. Hands clasped behind head while sitting--Authority but maybe a little insecure (Figure 9)

9. Moving around in chair--Restlessness (Figure 9)

10. Shuffling papers--Anxious (Figure 9)

11. Moving foot in small circle or swinging crossed leg--Bored (Figure 9)

12. Separation by a desk, standing on a platform, sitting at the head of the table--Superiority (Figure 9)

13. Feet up on furniture--Ownership, possessiveness, unconcern or hostility to another person (Figure 9)

FIGURE 9

INFORMATION SHEET

14. Hands on sides of waist--Anger, disgust (Figure 10)

15. Scowl--Disapproval (Figure 10)

16. Lower lip protruding--Pouting, sulking (Figure 10)

17. Slight tilt of head to one side--Doubt (Figure 11)

18. Raised eyebrows--Surprise, doubt, indifference (Figure 11)

19. Arms folded tightly high on chest--Closed, defensive, disagreement, discomfort, withdrawing from conversation (Figure 11)

FIGURE 10

FIGURE 11

20. Side of head leaning on hand--Bored (Figure 12)

21. Steepling under chin--Critical evaluation, in some way negative toward the person attempting to persuade (Figure 12)

22. Gestures with glasses taken off--Wants time to think, needs more information (Figure 12)

23. Looking over top of glasses--Causes a negative emotional reaction in others when dropping eyeglasses onto the bridge of the nose and peering over them; makes the person feel he/she is being stared at (Figure 12)

INFORMATION SHEET

24. Hand over eyes--Deep thought or concern (Figure 12)

FIGURE 12

25. Sitting in chair backwards--Dominance, aggression (Figure 13)

26. Lips pressed tightly--Anger, determination (Figure 13)

FIGURE 13

XVIII. Ways of communicating with a terminally ill patient and his/her family

(NOTE: The ways of dealing with death vary from individual to individual but some general guidelines can be established.)

A. Do not leave this task up to clergy visits alone

INFORMATION SHEET

B. Create an atmosphere of open communication

(NOTE: Terminally ill people usually go through a period of adjustment where they need to be able to talk about death. The nursing center employee needs to be able to allow the resident to express his/her feelings about death.)

Example: Don't use sentences that would cut off the opportunity for the resident to talk such as:

Resident: "Oh, I know I don't have much longer to live."

Nursing Center Employee: "Oh, don't talk like that, you're going to be fine."

C. Find out the cultural and religious convictions of the resident and family to better help them face the difficult situation

D. Do not be ashamed to express your feelings to the family

(NOTE: Sometimes it may be comforting for them to know that you care too.)

XIX. Stages which most people go through when learning that he/she or a loved one is going to die

A. Rejection

Example: "This can't be happening to me"

B. Anger

Example: "Why did this happen to me!"

(NOTE: The nursing center staff will often take the brunt of this anger and hostility.)

C. Bargaining with God and others

Example: "If I can only see my grandchild graduate, then I'll be ready to die."

(NOTE: These requests should be granted as much as possible.)

D. Depression

E. Acceptance

INFORMATION SHEET

XX. Ways of communicating with a patient who may not appear to be conscious

A. Explain to the resident what nursing and care procedures are being performed even though he/she may not appear to be conscious in the final stages

1. Stand close to the patient in case he/she might see you

2. Speak distinctly with normal volume and speed

B. Announce all arrivals and departures from the room

(NOTE: Instruct family members to do the same.)

C. Leave lights on in the room

D. Take caution against discussing the patient's condition within his/her hearing distance

(NOTE: There is increasing evidence that people may still hear even though they are unable to move or speak.)

E. Do not leave the patient alone in the final hours

(NOTE: Most people fear dying alone.)

XXI. What to do when the patient is terminally ill but has not been told that he/she is dying

A. Report to the doctor and charge nurse every time the patient asks questions concerning dying so a plan to help the patient can be developed

B. Do not tell everything you know about the patient's condition

(NOTE: It may make you feel better to get it off your chest but remember that the patient must continue to live with that information from day to day.)

Empathy

Don't Criticize A Man Until You

Have Walked A Day In His Mocassins.

An Indian Proverb

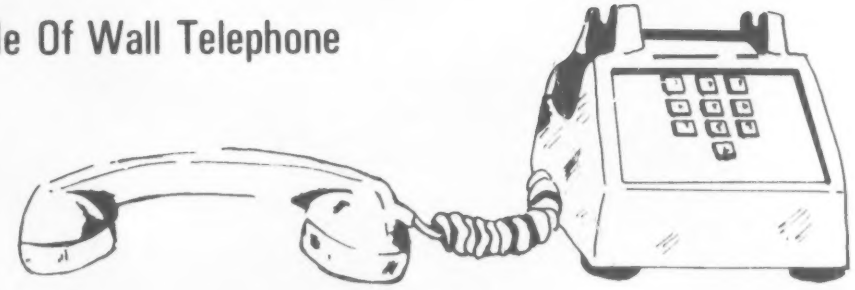
Placing A Call

WHEN YOU PLACE A CALL, YOU ARE THE COMPANY

Leaving Telephone Unattended

Lay Receiver Against Side Of Wall Telephone

Press Hold Button



Lay Receiver Flat

COMMUNICATION IN NURSING CENTERS
UNIT III

ASSIGNMENT SHEET #1--LISTENING PROBLEMS

1. Match the occupations on the right to the names on the left.

_____a. Kelly	1. Scientist
_____b. Praget	2. Laundry man
_____c. Von Sprocken	3. Artist
_____d. Sen Ling	4. Policeman

2. Place an "X" in the blanks which are reliable statements.

_____a. Long slender hands mean an artistic temperament

_____b. Fat people are typically good natured

_____c. Blondes are apt to be less trustworthy than brunettes

_____d. A person who does not look you in the eye is likely to be dishonest

3. Place an "X" in front of the group of words you like best.

_____a. Alien
Regulation
Dole
Progressive

_____b. Foreign
Regimentation
Relief
Radical

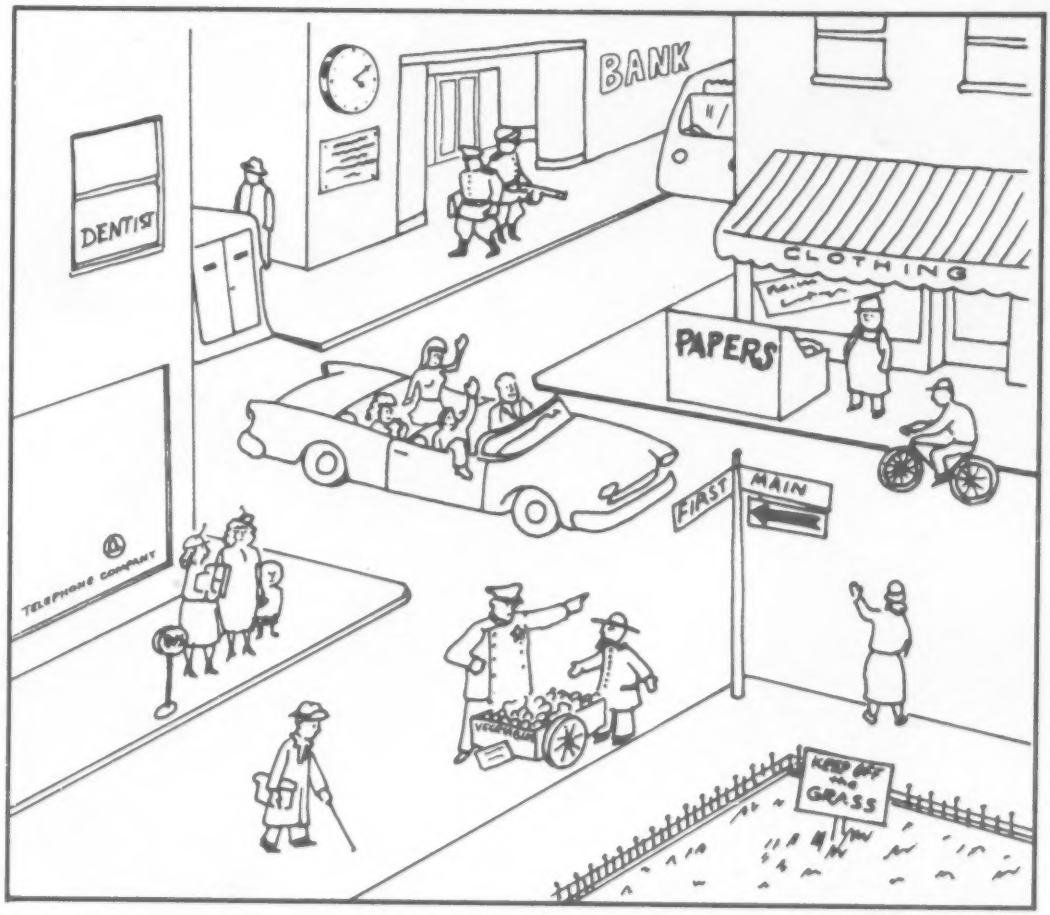
COMMUNICATION IN NURSING CENTERS
UNIT III

ASSIGNMENT SHEET #2--OBSTACLES TO COMMUNICATION

Divide into small groups of five or six people each. All but the first person in the group should move out of hearing distance. The first person is allowed two minutes to look at the picture included in this assignment. After the two minute time limit the first person should describe the scene to the second person without looking at the picture again. The second person should pass on the description to the third person and so on. The last person in the small group should then describe the scene to the rest of the class. Use the checklist on the following page to check the results of each person's description and then answer the following questions.

1. Was there a breakdown in communication?
2. Was listening an obstacle to communication?
3. Was semantics an obstacle to communication?
4. Was distortion an obstacle to communication?
5. What can you learn about giving orders and instructions from this assignment?
6. What can you learn about rumors from this assignment?
7. Were gestures helpful in conveying the true picture?

ASSIGNMENT SHEET #2



ASSIGNMENT SHEET #2

Scene Checklist

____ 1. Intersection of First and Main

____ 2. First Street is not a straight street; there is a crook in the intersection

____ 3. First Street is more vertical and Main Street is more horizontal in the picture

____ 4. Main Street is a one-way street running from right to left in the picture

____ 5. There is a convertible in the middle of the intersection

____ 6. The convertible is headed down Main Street in the wrong direction

____ 7. A man is driving the car

____ 8. A man on the passenger side of the front seat has one leg hanging over the door and is waving to a lady

____ 9. There are two women in the back seat

____10. The woman on the driver's side of the back seat is waving to the same lady as the man

____11. The lady to whom the car passengers are waving is standing on the corner of the intersection shown in the bottom right hand side of the picture

____12. The lady is standing next to the street corner sign

____13. The sign shows the street names and has an arrow showing the direction of the traffic flow on Main Street

____14. There is a small sign behind the lady standing on the corner near the street corner sign that reads "Keep Off the Grass"

____15. There is a small fence around the portion of the grassy area shown in the lower right-hand corner of the picture

____16. Standing on First Street near the street corner sign is a policeman

____17. The policeman has his back to the convertible

____18. The policeman is pointing to the street sign

____19. The policeman is talking to a Chinese man with a vegatable cart

ASSIGNMENT SHEET #2

____20. There is an elderly man with a satchel, coat, hat, and cane walking across First Street to the left of the policeman and Chinese man headed toward the grassy area

____21. Across the street from the grassy area on the left side of the picture is a two-story building with "Telephone Company" written on the ground-level plate glass window

____22. On the second story of the telephone company is a window with "Dentist" written on it

____23. There are two women and a little boy waiting at a bus stop in front of the telephone company on the sidewalk facing First Street

____24. One lady is carrying a package

____25. One lady has the little boy by the hand

____26. Across from the grassy area on the upper right side of the picture there is a clothing store facing Main Street with a striped awning across the front of the store

____27. There is a large newspaper stand in front of the clothing store

____28. A man dressed in an apron is standing on the right side of the newspaper stand facing Main Street

____29. A boy is riding a bicycle on Main Street in front of the clothing store headed in the correct direction (right to left in the picture)

____30. On the street corner to the left of the clothing store there is a bank facing First Street

____31. A clock on the bank shows that it is 4:10

____32. Two bank guards are coming out of the bank

____33. One man is carrying a package

____34. One man is carrying a machine gun

____35. There is another man standing around the corner of the bank on Main Street near an armored car

____36. The bus can be seen coming down First Street between the bank and the clothing store near the top of the page

COMMUNICATION IN NURSING CENTERS
UNIT III

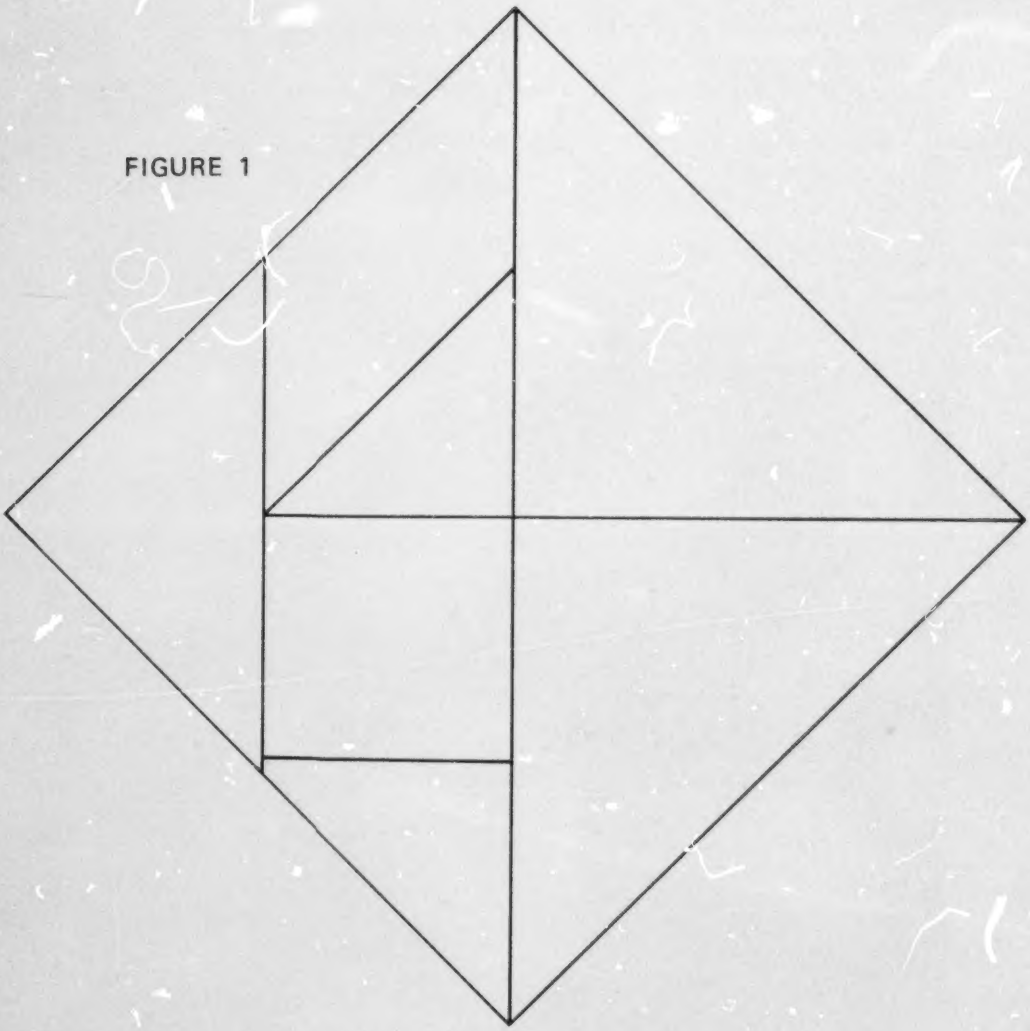
ASSIGNMENT SHEET #3--ORDERS AND INSTRUCTIONS

1. Choose one person in the class to describe the design on the following page (Figure 1). The rest of the class should try to draw the object exactly like the original design. The participants are not allowed to see the design.

2. Repeat the activity using the second design (Figure 2), but this time allow the participants to ask questions.

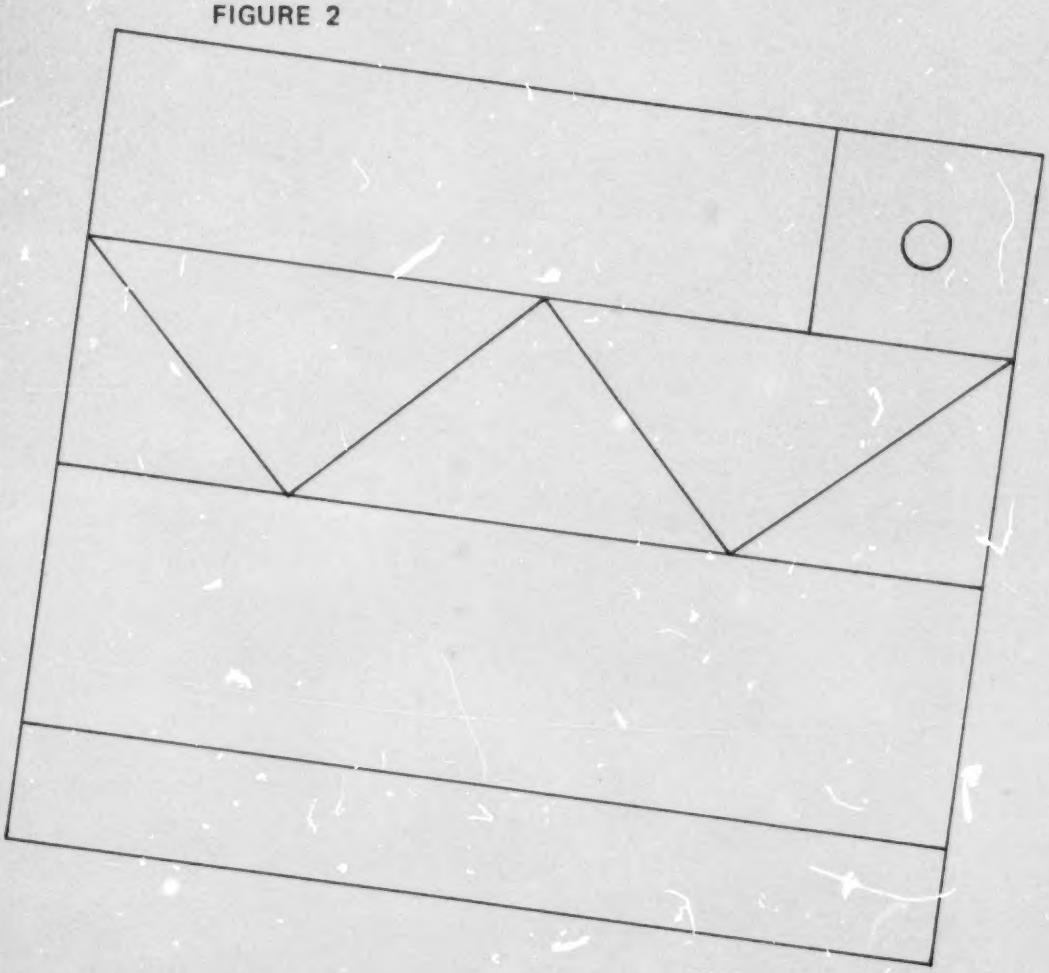
ASSIGNMENT SHEET #3

FIGURE 1



ASSIGNMENT SHEET #3

FIGURE 2



COMMUNICATION IN NURSING CENTERS
UNIT III

ASSIGNMENT SHEET #4--VOICE QUALITIES

Do a tape recording of your voice. Listen to the tape and complete the rating which follows. Using the rating of your voice on tape, prepare a list of ways in which you can improve your voice. Complete the list on a separate piece of paper.

Have your classmates rate your voice, too. Check back periodically to see if there has been any noticeable progress.

VOICE RATING

When the answer to any of the following questions is "yes," put down a minus four. If it is "maybe" or "sometimes," put down a minus two. If it is "no," put down zero. Of course, the lower the numerical score the fewer voice faults you have. A score of 0 to -10 is excellent; -10 to -20 is good; -20 to -30 is fair; and -30 and below is unsatisfactory.

	Answer			Score
	Yes	Maybe/Sometimes	No	
1. Do you speak too loudly or in a noisy manner?				
2. Do people frequently ask you to repeat a statement you have made?				
3. Do you speak in the same tone continually?				
4. Do you speak with the same volume continually?				
5. Do you speak in an artificial, unnatural, and affected voice?				
6. Is your voice high pitched and shrill?				
7. Do you frequently speak with lungs almost empty?				
8. Do you speak in long sentences which frequently lose their meaning?				

ASSIGNMENT SHEET #4

		Answer			Score
		Yes	Maybe/Sometimes	No	
9.	Do you hiss when using certain letters? (P, B, T, C, S)				
10.	Do you speak in mush tones as though you had something in your mouth?				
11.	Do you use "uh" and "er-uh" frequently?				
12.	Is your voice clouded and husky?				
13.	Do you talk "through your nose"?				
14.	Do you talk in a jerky manner?				
15.	Do you talk in a whining and apologetic manner?				
16.	Do you talk in a dominating, dictatorial tone?				
17.	Do you stammer and stutter?				
18.	Do you often speak too fast or in a slow drawl?				
19.	Do you mispronounce words frequently?				
20.	Does your voice lose its force and expression at the end of sentences?				
21.	Do you speak in a flat, dull, and colorless tone?				
22.	Do you jumble up consonants, which make your speech hard to understand?				

ASSIGNMENT SHEET #4

		Answer			Score
		Yes	Maybe/Sometimes	No	
23.	Do you use a "gushy" or "gooey" voice when talking to friends?				
24.	Do you choke off vowel sounds?				
25.	Is your voice unpleasant when you laugh?				
26.	Do you put the "d," "t," and "ing" on the end of words?				
27.	Do you run words together?				
28.	Do you have a whining voice?				
29.	Do you use colloquialisms or speak with an accent?				
30.	Do you have an adequate vocabulary?				
31.	Do your words flow out evenly and clearly?				
32.	Is your voice friendly and cordial?				
33.	Can you be heard clearly in the back of the room when speaking?				
34.	Do you emphasize your main thought?				

COMMUNICATION IN NURSING CENTERS
UNIT III

ASSIGNMENT SHEET #5--BODY LANGUAGE

1. Observe the pictures on the following pages. List the body language signals and explain what each person is communicating through those signals. Write your answers in the space below each picture. Look back to the information sheet if you need help.

a.

b.

c.

d.

ASSIGNMENT SHEET #5

e.

f.

g.

h.

i.

ASSIGNMENT SHEET #5

2. Is it possible that a person can improve his/her attitude and communication skills by being aware of his/her body language?

3. Can you make it a challenge to win others over to a positive attitude by communicating a positive attitude through words and actions even when others are communicating a negative attitude?

4. Can you think of situations other than the nursing center where body language speaks loudly, such as at home, with friends, in politics, or in church?

COMMUNICATION IN NURSING CENTERS
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. Most people have a tendency to match the names and occupations as follows:

   a. 4

   b. 3

   c. 1

   d. 2

   This is due to mental asscciation called stereotyping which comes from a historical basis, jokes, comic strips, works of fiction, television, stage, and screen. Sterotypes may not be dependable, but they often influence our judgement.

2. According to psychologists who have checked these statements against actual fact, none is true. However, we often find ourselves being guided by such notions in sizing up people. We probably substitute preconceived ideas for personal observation. Our interpretation and acceptance of something depends greatly on what we think of the person who said it.

3. Most people will select group "a."

   Two newspapers using the same wire-service wrote articles on the same subject. The first group of words were used by the newspaper favoring the subject and the second group of words by the newspaper opposed to the subject.

Assignment Sheet #5

		Signals	Communication
1.	a.	Open palms	Open, friendly
		Hands on hips	Aggressive
		Eye contact	Attentive, listening
		Smiling	Pleasant
		Shoulders upright	Energetic, determined
	b.	Open palms	Open, friendly
		Coat unbuttoned	Open, friendly
		Smiling	Pleasant
		Eye contact	Attentive, listening
		Hands clasped behind back	Thinking, listening, contemplating
		Head held high	Complete control
		Shoulders upright	Energetic, determined

Assignment Sheet #5 (continued)

	Signals	Communication
c.	Fingers tucked under belt	Confident, cool
	Hands in one pocket	Calm
	Eye contact	Attentive, listening
	Smiling	Pleasant
	Arms straight at sides	Collected, poised
	Shoulders upright	Energetic, determined
d.	Knees together	Modest
	Legs crossed at the ankles	Graceful
	Head hung	Lack of organization
	Legs back under chair	Poised, graceful silhouette
	Shoulders shrugged	Lack of ambition
e.	Sitting with feet flat on floor	Poised
	Sitting slightly forward in chair	Attentive
	Smiling	Pleasant
	Eye contact	Attentive, listening
	Shoulders upright	Energetic, determined
	Hand stroking chin	Thoughtful consideration
	Separation by desk	Superiority
f.	Cracking knuckles	Nervous gesture
	Tugging at hair	Nervous gesture
	Biting lips	Nervous gesture
	Tugging at collar	Nervous gesture
	Twisting mouth	Nervous gesture
g.	Steepling with hands	Taking a firm stand with little chance of changing
	Hands clasped behind head while sitting	Authority but maybe a little insecure
	Feet up on furniture	Ownership, unconcern, or hostility to another person
h.	Gestures with glasses taken off	Wants time to think, needs more information
	Hands over eyes	Deep thought or concern
	Scowl	Disapproval
	Hands on sides of waist	Anger, disgust
i.	Sitting backward in chair	Dominance, aggression
	Looking over top of glasses	Causes a negative emotional reaction; makes the other person feel he/she is being stared at
	Steepling under chin	Critical evaluation, in some way negative toward the person attempting to persuade
	Raised eyebrows	Surprised, doubtful, indifferent

COMMUNICATION IN NURSING CENTERS
UNIT III

TEST

1. List three potential areas for improving communication skills in nursing centers.

   a.

   b.

   c.

2. Select from the following list ways to improve communication skills. Place an "X" in the appropriate blanks.

   _____a. Relate what you are saying to the person with whom you are communicating

   _____b. Find out by asking questions what the person already knows about the subject and relate your information to what he/she understands

   _____c. Get the person's attention and interest

   _____d. Point out your common interests

   _____e. Talk about only one subject at a time and relate all comments to that theme

   _____f. Avoid the use of technical terms which others may not understand

   _____g. Plan your presentation

   _____h. State your objective

   _____i. Outline briefly the arguments that support your objective

   _____j. Summarize your statements and tie them in with your conclusion

   _____k. Ask questions that will get "yes" answers before asking an important question that might be controversial

   _____l. Think before you answer questions

   _____m. Try to develop the ability to think while you talk

   _____n. Ask questions that require just a "yes" or "no" answer

3. Name the ways to organize communication.

   a.

   b.

4. Match the names of poor listening obstacles on the right to descriptions of each on the left by placing the appropriate numbers in the blanks provided.

_____a.	Listening for facts instead of understanding ideas derived from all the facts	1.	Rebuttal
		2.	Distractions
_____b.	Allowing accents, lisps, and personal appearances to affect listening	3.	Emotional blocks
_____c.	Nodding your head and saying "uh-huh" so no one will know you are not really listening	4.	"Looks-make-the-speaker" listening
_____d.	Going temporarily deaf at the use of certain words	5.	"I-get-the-facts" listening
_____e.	Becoming so involved in taking notes that you only "half listen"	6.	Pretending
		7.	Pencil-and-paper listening
_____f.	Being distracted by what is happening in the area		
_____g.	Planning what you will say next instead of listening to what is being said		

5. Select from the following list the responsibilities of the speaker to overcome the poor listening obstacle. Place an "X" in the appropriate blanks.

   _____a. Do not blame the listener for poor listening

   _____b. State the information in a different way when you see indications that the listener's mind is wandering off the subject

   _____c. Ask for any questions over points which may not be clear to the listener

   _____d. Put detailed instructions in writing

   _____e. Realize that some people will act like they do not understand or will constantly interrupt with a different subject because they need individual attention

6. Select from the following list the responsibilities of the listener to overcome the poor listening obstacle. Place an "X" in the appropriate blanks.

_____a. Say voluntarily to the speaker, "Let me see if I understand you correctly" and then repeat the key points

_____b. Try to anticipate what points the speaker is trying to make

_____c. Summarize mentally what has been said at various intervals

_____d. Question mentally the speaker's accuracy and sources

_____e. Listen between the lines for what the speaker is really saying

_____f. Say, "What I hear you saying is . . . " if you think the speaker is saying one thing but means something else

_____g. Listen for the unfamiliar

_____h. Be extra careful before disagreeing

_____i. Do not feel like you have to always say something everytime the speaker pauses

_____j. Make sincere comments so the speaker feels you are listening

_____k. Show shock when you disagree with the speaker

7. Define the semantics obstacle to communication.

8. List the responsibilities of the speaker to overcome the semantics obstacle to communication.

a.

b.

9. Name the responsibility of the listener to overcome the semantics obstacle to communication.

10. Define the self-interest obstacle to communication.

11. List the responsibilities of the speaker and listener to overcome the self-interest obstacle to communication.

a.

b.

12. Match distortion obstacles to communication on the right to descriptions of each on the left. Place an "X" in the appropriate blanks.

_____a. Adding information to complete a story	1. Leveling
_____b. Substituting general terms for specific terms	2. Sharpening
_____c. Building up a few key points	3. Speculation
_____d. Reduction of number of items or ideas remembered	4. Generalization

13. Select from the following list ways to control rumors. Place an "X" in the appropriate blanks.

_____a. Admit that the information you are giving is "hearsay" and that you haven't had time to investigate

_____b. Ask who "they" is

_____c. Assume that information from a source other than the original is correct

_____d. Never admit you don't have an answer because that would ruin your authority and credibility

14. Select from the following list ways to give orders and instructions. Place an "X" in the correct blanks.

_____a. Make orders clear and complete by including who, what, when, where, why, and how

_____b. Tell them what they are not to do more than what they are to do

_____c. Make the order fit the person

_____d. Make the orders and instructions businesslike

_____e. Use a pleasant tone of voice

_____f. Give examples

_____g. Label parts, points, or steps

_____h. Do not repeat steps

_____i. Allow one-way communication to take place

15. Select from the following list correct uses of communications media. Place an "X" in the appropriate blanks.

_____a. Place bulletin boards where they will not be in the way

_____b. Divide the bulletin board into sections for different types of information

_____c. Keep the bulletin board information current

_____d. Conduct staff meetings regularly

_____e. Written material done properly and according to company procedures

16. Select from the following list rules for using the telephone correctly. Place an "X" in the correct blanks.

_____a. Answer promptly

_____b. Identify yourself

_____c. Say "speaking" after giving your name

_____d. Use the caller's name often

_____e. Speak distinctly into the receiver

_____f. Ask who is calling

_____g. Ask "Will you hold or shall I call you back?' when you must leave the the line to get information

_____h. Check back frequently to assure the caller that he/she has not been forgotten if it becomes necessary to leave the telephone for long periods of time

_____i. Attract attention before resuming the call

_____j. Apologize for errors or delays

_____k. Press the hold button to cut out noisy distractions

_____l. Visualize the person on the other end of the line

_____m. Smile while you talk

_____n. Replace the telephone receiver easily

17. Distinguish between positive and negative gestures, expressions, and stances. Write "positive" under those scenes which communicate a positive attitude and "negative" under those which do not.

a._____

b._____

c._____

d._____

e._____

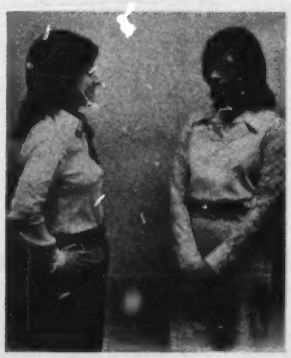
f._____

g._____

h._____

i._____

j._____



k._____

l._____

m._____

18. Select from the following list ways of communicating with a terminally ill patient and his/her family. Place an "X" in the appropriate blanks.

_____a. Leave task entirely up to the clergy and other persons better trained in the task

_____b. Create an atmosphere of open communication

_____c. Find out the cultural and religious convictions of the resident and family to better help them face the difficult situation

_____d. Do not express your emotions to the family

19. List the stages which most people go through when learning that he/she or a loved one is going to die.

a.

b.

c.

d.

e.

20. Select from the following list ways of communicating with a patient who may not appear to be conscious. Place an "X" in the appropriate blanks.

_____a. Explain to the resident what nursing and care procedures are being performed even though he/she may not appear to be conscious in the final stages

_____b. Stand close to the patient in case he/she might see you

_____c. Speak distinctly, slowly, and louder than usual

_____d. Announce all arrivals and departures from the room

_____e. Take caution against discussing the patient's condition within his/her hearing distance

_____f. Do not leave the patient alone in the final hours

21. List what to do when the patient is terminally ill but has not been told that he/she is dying.

a.

b.

COMMUNICATING IN NURSING CENTERS
UNIT III

ANSWERS TO TEST

1. Any three of the following:

   a. Methods by which reports at the change of shifts are given

   b. Way in which questions by nursing center residents, families, doctors, and co-workers are answered

   c. Manner in which authority is exercised by nursing center supervisors

   d. Lack of proper sharing of information among nursing center employees to help resolve residents' problems

   e. Lack of attention to detail on records

   f. Constant criticism of people and situations

   g. Reluctance to communicate to residents an "I-like-you" attitude

   h. Failure to look at residents' potentials as well as limitations

   i. Failure to use auxiliary help in the best way possible

2. a, b, c, d, e, f, g, h, i, j, k, l, m, n

3. a. Beginning with the general idea and moving to the important details

   b. Beginning with the important detail and moving to the general idea

4. a. 5 e. 7

   b. 4 f. 2

   c. 6 g. 1

   d. 3

5. a, b, c, d, e

6. a, b, c, d, e, f, g, h, i, j

7. Using words that mean one thing to the speaker but which may mean something else to the listener

8. a. Use visuals where possible

   b. Answer all questions concerning who, what, when, where, why, and how

9. Admit you are not sure of the meaning of words written or spoken to you

10. Hearing only what you want to hear

11. a. Try to see things from the other person's viewpoint

    b. Accept differences in people

12. a. 3 c. 2

    b. 4 d. 1

13. a, b

14. a, c, d, e, f, g

15. b, c, d, e

16. a, b, d, e, g, h, i, j, k, l, m, n

17. a. Positive

    b. Negative

    c. Negative

    d. Positive

    e. Negative

18. b, c

19. a. Rejection

    b. Anger

    c. Bargaining with God and others

    d. Depression

    e. Acceptance

20. a, b, d, e, f

21. a. Report to the doctor and charge nurse every time the patient asks questions concerning dying so a plan to help the patient can be developed

    b. Do not tell everything you know about the patient's condition